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of
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BULLETIN
OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

ANNUAL MEETING

TEACHERS' OATHS

WASHINGTON STATE COLLEGE

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WASHINGTON STATE COLLEGE

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Contents of previous issues of the *Bulletin* of the American Association of University Professors may be found by consulting the EDUCATION INDEX.

EDITORIAL NOTE

The present *Bulletin* contains a preliminary account of the Annual Meeting and a special report on loyalty oath legislation published in time for the use of chapters and members in states where legislation on this subject is under consideration. It is hoped that chapters in such states will appreciate the importance of collective or cooperative action. Other reports from the Annual Meeting will be included in the February and March *Bulletins*. Certain standard material published regularly in the January *Bulletin* includes the Constitution and By-Laws, the statement of the 1925 conference in regard to principles of academic freedom and academic tenure, the list of chapter officers and of committees for 1937, the record of membership, etc. Special attention may be called to material quoted from *The Universities Review* in regard to the International University Conference. The question of future membership in this Conference is now before the Council with a favorable recommendation from the Committee on International Relations. An interesting code of ethics for teachers in colleges and universities, communicated from the chapter at the University of Michigan, is reserved for the February issue.

ANNUAL MEETING

Marked by a record attendance of 196 delegates and members from 124 institutions, the twenty-third annual meeting of the Association, held in Richmond, December 28-29, was noteworthy not only for the reports of committees but for the frank and constructive discussion by an unusually large number of members. In the first session on Monday morning the report of the Committee on Organization and Conduct of Local Chapters, presented by Professor G. H. Ryden, Chairman, described expanding activity among the chapters and particularly the increasing number of regional meetings. The other report at this session was that of the Committee on Organization and Policy, presented by the Chairman, Professor W. W. Cook. The thorough study of problems involved was clearly appreciated by the members, who showed a keen interest in what might be naturally regarded as routine details. In the afternoon session the report of the Committee on the Effect of Depression and Recovery on Higher Education was presented by Professor M. M. Willey in the form of a summary of the now completed report referred to elsewhere in this issue of the *Bulletin*. After suggestive discussion from the floor of this significant study of Committee Y, the report of the Committee on the Place and Function of Faculties in University and College Government was read by Professor Florence D. White in the absence of the Chairman, Professor G. H. Sabine. This was a record of progress by the Committee, taking the form of a careful survey of the organization and administration of the departmental unit.

The session on Tuesday morning began with the report of the Committee on Academic Freedom and Tenure read, in the absence of Chairman Wittke, by General Secretary Himstead. The report observed that, in view of the marked decrease in the number of cases handled during the past year, "the back of the depression seems to be broken," yet ended with the warning of the need for constant vigilance and statesmanlike treatment of the problems of freedom and tenure. In the discussion which followed, the General Secretary explained the circumstances surrounding the case of Professor Jerome Davis at Yale University and stressed the willingness of the Association to cooperate with other organizations in the matter of academic freedom and tenure, at the same time pointing out the difficulties involved therein. This was followed by the report of the Committee on Freedom of Speech presented by the Chairman, Professor Carlson, in the absence of Professor A. O. Lovejoy, who prepared the report as published in the present issue. The report of the General Secretary emphasized the need for acquainting the membership at large with the aims and current activities of the Associa-

tion and stressed the importance of professional consciousness among members of college and university faculties.

The two luncheons and the annual dinner were all highly enjoyable and profitable occasions. At the luncheon on Monday, the Association was welcomed by President F. W. Boatwright of the University of Richmond, who expressed with genial sincerity his appreciation of the Association. At this time, also, Professor Percy W. Long, Secretary of the Modern Language Association of America, spoke on behalf of his organization, in connection with which our Association held the meeting this year. On Tuesday the luncheon meeting was addressed by President J. S. Bryan of the College of William and Mary in a humorous vein much appreciated by our members. At the annual dinner on Monday evening Dr. S. P. Duggan made an incisive and forceful address on "Freedom, Peace, and the Teacher," presenting a striking picture of the limited area of the world in which freedom of speech and thought still prevail. This was followed by an address by Chancellor S. P. Capen of the University of Buffalo, entitled "Privileges and Immunities," which was a frank and friendly appraisal of the Association's work.

Among the measures passed in the various sessions may be recorded the motion to instruct the Committee on Place and Function of Faculties in University and College Government to study the possibilities of formulating a standard constitution for both large and small institutions of higher education, and a further motion requesting the Committee to study the feasibility of the creation of university senates which should give faculties a definite voice in administration. By unanimous vote, on recommendation of Committee A and the Council, DePauw University was restored to the Association's "eligible list."

The following resolutions were passed unanimously:

Appreciations

Resolved, that the delegates and members of the American Association of University Professors are grateful to the Committee on Local Arrangements and to all who have contributed in providing the entertainment and hospitalities, which have made this one of the most pleasant of our meetings.

Resolved, that the General Secretary be instructed to convey to Professor Carl Wittke, the retiring chairman of Committee A, the thanks of the Association for three years of painstaking, generous, and effective labor, which has contributed materially to the services the Association was able to render to the profession under trying conditions.

Resolved, that the Association extend its appreciative thanks to the members of Committee Y, Professor F. K. Richtmyer, chairman, and Professors O. W. Caldwell, A. J. Harno, S. H. Slichter, and M. M. Willey, for their most able organization and conduct of the study of the effects

of the depression on the profession and education. The report of the Committee has been carried to completion with great dispatch, and the members of the Association and interested persons everywhere will shortly have available a comprehensive, accurate, and up-to-date fund of information and body of analysis in permanent book form.

Teachers' Oaths

Whereas, twenty-two states of the union have enacted statutes requiring teachers to take loyalty oaths, and *whereas*, there is continuing pressure for the enactment of such measures in other states; and *whereas* loyalty oaths laws for teachers are futile in effecting the legitimate aims of such laws, that is, an understanding of and loyalty towards American ideals; and *whereas*, these laws can easily be used as an instrument to promote intolerance, restrict our civil liberties and the freedom of teaching, and to accentuate propaganda against democratic ideals; and *whereas*, these laws cast an undeserved aspersion on the integrity and loyalty of the teaching profession;

Be it *Resolved*, therefore, that our chapters and all citizens are urged to oppose the enactment of such laws, and to work for their repeal in states where such laws are already on the statute books.

This brief account of the most important events on the program provides all too little impression of the vitality and the continuous keen interest which apparently pervaded all the sessions. The relevance and intelligence of comments were unusually helpful, as shown especially in the last session which was an open forum on Association problems and which proved to be an "experience meeting" of genuine value to all.

The formal reports and the addresses at the luncheons and the dinner, together with other reports not presented but not read at the meeting, will be published in early issues of the *Bulletin*.

NOTES AND ANNOUNCEMENTS

AMERICAN COUNCIL ON EDUCATION

The Council has just issued, in attractive form, a third edition of the pamphlet describing its history and activities. Copies may be obtained through the office of the A. A. U. P. or by direct application to the Council at the same address.

INSTITUTE OF INTERNATIONAL EDUCATION, ANNUAL REPORT

In commenting upon current world conditions the Report observes: "The effect of totalitarianism upon education has been pronounced. The search for truth has been confined to the truth demanded in the interest of the state. The diffusion of truth is restricted to the truth that will enhance the prestige of the state. Since every totalitarian state is animated by a spirit of super-nationalism, there is developing in the world today a system of competing cultures that make little allowance for anything of value in other cultures. A new generation is being educated as to the facts upon which the civilizations of other peoples are founded which are neither objective nor true and which are calculated to develop an attitude towards life dangerous to the peace of the world.

"Confronted with such a condition of things an organization devoted to the development of international understanding has its work largely determined for it. It can not afford to lose faith or courage. In its narrow field of activity it must secure the facts wherever available and publish them fearlessly. But it must do so in as objective a spirit as possible. It must appreciate that in some nations the choice of dictatorship as against democracy was deliberate and must try to understand the reasons. It must realize that in every totalitarian state the government is making heroic efforts to develop the material welfare of the people and that it has spiritually unified its people to an astonishing extent. It must accept the position that there is a possibility of something valuable for mankind emerging from totalitarianism. But its fundamental activity must remain the same: it must continue to seek every means whereby Americans may be enabled better to understand the problems and difficulties of other peoples and to enable other peoples to understand the objectives of American democracy."

Regarding exchanges of students it is remarked: "The total number of students appointed under our auspices for the coming academic year (1936-37) is slightly greater than during the year that is just past. In addition to its regular Exchange Fellowships the Institute continues to administer the American Field Service Fellowships, the fellowship of

the Germanistic Society and the summer art scholarships made possible by a grant from the Carnegie Corporation and administered jointly by the Institute and the College Art Association. Thirty Americans, advanced students in the history of art or museum curators, benefited by this grant,—twenty of whom attended the summer session of the Institute of Art and Archaeology in Paris, and ten the Courtauld Institute of Art of the University of London. The scholarships granted for the Junior Year in France and Germany were again under the supervision of the Institute, as was the summer scholarship for the conducting classes at Salzburg. . . . As in previous years, the Carl Schurz Memorial Foundation continues its support for the administration of the American German Student Exchange."

The Institute maintains a file of catalogues of some 600 American institutions and its collection of catalogues of foreign universities is very complete. The Emergency Committee in Aid of Displaced German Scholars, organized at the Institute, has since its inception in June, 1933, made grants to American institutions in support of 72 German scholars, of whom 20 have now found permanent positions in this country. The Committee has received in donations and pledges more than \$325,000. Announcement is made of the appointment of Dr. Edgar J. Fisher, formerly of Robert College, as Assistant Director of the Institute.

Among statistical data in the Appendix, the following items may be noted: exchange students and those receiving various grants (Americans abroad, 198; foreigners in the United States, 171; 14 others are continuing previous connection); a list of institutions in the United States in which foreign students have been placed and a list of individuals in foreign institutions; also a list of foreign fellowship and scholarship students in the United States. A table showing the distribution of all foreign students in colleges and universities in the United States, based on data furnished by the Committee on Friendly Relations Among Foreign Students, attributes 873 to the University of California; 244 to the University of Southern California; 274 to the University of Michigan; 412 to Columbia University; 313 to the University of Washington.

The Institute also publishes under date of October 1 a special pamphlet on the American University Union in Europe. A report from Director Horatio S. Krans of the Paris Office concludes as follows: "But for the Union, the great company of American students who come annually to France for study would find itself confused and bewildered. Experience has proved beyond peradventure that no foreign organization, however excellent in its way, can satisfactorily and surely act in an advisory capacity for American students. Our students need as counselors Americans who understand conditions at home, who are familiar

with the educational system, and who can help them to find what they need abroad.

Director Willard Connely of the London Office of the Union makes the following statement: "With its compounded information of eighteen years to draw upon, the Union endeavors to deepen the experience of student, graduate, faculty member, executive, trustee, and of all who make up the multitude of educated Americans annually in England. However well acquainted in England a visitor may be, his acquaintance in person dates only as far as the time of his last previous visit. The Union can help him. can among other things suggest to him the current educational outlook in England from the standpoint of an American office. As for students with a given piece of work to do, the Union is reluctant to believe that any student old or young should leave his books at home and cross the ocean merely to read other books. The American student needs to know foreign students, foreign professors, foreign officials, who will talk to him; if the talk is shop, it will at least be foreign shop. These meetings the Union manages in a great variety of ways to bring about, weighing American sympathies and what the American demands, against British acquaintanceship and what Britain can supply. Only an American office can broadly grasp an American's requirements.

"In America it is perhaps too little known how extraordinarily generous of their time and pains the British people are, in dealing with any inquiry which touches education or scholarship. But when the informal American seeks the formal Briton an Anglo-American link often saves misinterpretation on both sides."

"May England derive from American scholars and students all international good which those scholars and students are through the Union enabled to perform; but the Union believes its being is in the first instance justified because from the American point of view it enriches the benefits and diversifies the opportunities for cultured Americans in England; when those visitors return home, the heightened effects of their experience, upon thousands of American pupils and colleagues, must in some degree benefit America at large."

The report also contains letters of appreciation from American, British, and French correspondents, a list of past directors, and a list of publications of the Institute. Copies may be obtained by addressing the Director of the Institute of International Education, 2 West 45th Street, New York.

THE MCGREGOR COLLEGE PLAN

In 1933 the late Tracy W. McGregor of Detroit put into operation a plan to aid college libraries in the collection and preservation of rare

Americana. The project was that the McGregor Fund (a Michigan corporation) would offer \$500 per institution per year to selected colleges which would match that sum. The resulting \$1000 per year was to be spent, under certain conditions, by the college library, on rare, scarce, or uncommon source material in American history, of the type which ordinarily a college library budget would not permit the college to acquire. The plan was managed in cooperation with a committee of the American Historical Association.

Certain fundamental principles have guided this work. The conception was as much a venture in the appreciation and the collecting of books as it was a scheme for adding textual material to the participating college libraries. At the same time due emphasis has been placed upon the use of such Americana by the faculties and properly qualified students of the participating colleges. In the selection of colleges, it was intended to avoid areas where there is already a considerable concentration of rare Americana. In general, it was felt that the college which emphasizes primarily the four year liberal arts course should be preferred to the great university. This pointed rather clearly to colleges in the south, middle west, and far west.

A considerable emphasis has been laid upon the books, from the standpoint of descriptive, as well as critical bibliography. All the books acquired under the plan are regarded as sufficiently unusual to warrant their being placed in the rare book room, treasure room, or equivalent section of the participating library. This is distinctly in line with a growing feeling in the library world that institutional libraries in general, as well as libraries devoted solely to the preservation of rare books, are going to have to take cognizance of the fact that rare Americana must be preserved in many places. America has no one bibliographical center, such as London is for England, or Paris for France.

Upon the death of Mr. McGregor, in the spring of 1936, the responsibility for carrying on the plan has devolved upon the committee of the American Historical Association, consisting of William W. Bishop, University of Michigan; J. Franklin Jameson, Library of Congress; Leonard L. Mackall, Bibliographical Society of America; Conyers Read, American Historical Association; Lawrence C. Wroth, Brown University; Kathryn Slagle, Secretary; and the Chairman and Director of the Plan, Randolph G. Adams, University of Michigan.

The following colleges have seen in the plan a real opportunity, and are now actively participating: Allegheny College, Dartmouth College, Emory University, Florida State College for Women, Lafayette College, Mills College, Mt. Holyoke College, Pomona College, Wake Forest College, Wesleyan University, and the College of William and Mary.

As future support of the project is now assured by the Trustees of the McGregor Fund, the administrators of the plan feel justified in inviting inquiries from other colleges where the need for such library development may be felt. Communications may be directed to the Chairman at the Clements Library, Ann Arbor, Michigan.

BOOKS TO PROFESSORS IN GERMANY

A member writes: "While I didn't get to this conference [at Heidelberg] I did make more or less extended visits at six or eight different German universities. I have this suggestion to make: German university libraries are becoming poorer and poorer, comparatively, with respect to books from outside Germany. This is owing partly to shortage of funds, but more particularly to the difficulty in transferring money outside the country. They are, however, pretty well supplied with current German books.

"I do not like to see any country get so out of touch with the rest of the world, especially in this time of extreme nationalism. My suggestion is that anyone who publishes his findings in this country would do well to send free copies to a few of his colleagues in the same discipline in German universities. I think he can trust them to send in return, not cash, but new German books sufficient to make more than a fair exchange.

"I broached this idea to a number of German professors, and they received it with some eagerness and confirmed my impression that it would work out as stated above."

The Carl Schurz Memorial Foundation, 225 South 15th Street, Philadelphia, has considered the matter of supplying German university libraries with American books and periodicals and has recently received 20,000 marks to purchase American books and periodicals for these libraries. Dr. Duggan, as Director of the Institute of International Education, is writing to Germany to make arrangements for the distribution of such books and periodicals as may be collected at his office, 2 West 45th Street, New York, and will arrange for the shipping to Germany when a sufficient number have been received. It would naturally be appropriate in connection with the original suggestion for members or others interested to supplement this collective effort by direct transmission of material to individual German professors on an exchange basis or otherwise.

ASSOCIATION OF UNIVERSITY TEACHERS

The November *Universities Review* opens with an account of the fifth Congress of Universities of the British Empire held last summer in

Cambridge. The article "A Citizen Challenges the Universities" by Sir E. D. Simon, after discussing in some detail the status of the various social sciences in the universities,—philosophy, psychology, history, geography, economics, law, and politics—concludes with the following paragraph: "Mr. Baldwin said recently at Cambridge that one of the major tragedies of the world was the way in which the Devil used the inventions of science. He went on to suggest that the way to put things right was for the universities to produce more poets! But it is not easy to produce good poets to order, nor can one be sure whether they will not produce hymns of hate. The object of this article has been to try to show that the best way the universities could fight the Devil would be to produce wise and vigorous leaders of public opinion; that the essential thing is that the universities should realize the gravity of their responsibility in this matter, the fact that the future of British civilization largely depends on their success in producing leaders who will use the powers given by science effectively for the benefit of man. If the universities turn their attention seriously to this aim, if they determine to do everything in their power to find the best means of educating leaders of public opinion, there can be no doubt that they will make rapid and steady progress, both in the knowledge of the rules governing the life of man in society, and in the methods of training for citizenship. The universities could render no greater service to mankind."

An unusually sane and penetrating article "The Examiners Examined," by W. C. Atkinson, is somewhat fully quoted elsewhere in this issue of the *Bulletin*. An address of the German Minister for Education at Heidelberg includes an ambitious comparison of Germany with Sparta. An interesting report on Family Educational Allowances reviews the history of the matter and summarizes the arguments pro and con, estimating the cost and outlining the conditions of an acceptable scheme.

A report of the Association of University Teachers on University Entrance Requirements sets out briefly the minimum university entrance requirements which are generally acceptable to members of the Association. "In June, 1930, the Association of University Teachers issued a Report on Entrance Examinations and Initial Degrees which aroused general interest and a very remarkable measure of agreement in educational circles. The Association may justly claim that the suggestions made in that Report have had a marked effect on the lines along which constructive criticism and experiment have proceeded in the six intervening years. . . . The present report confines itself to the requirements for university entrance, and endeavours to formulate the present opinion of the Association on the subject. . . . The following Report, therefore, sets out briefly, first, the minimum University Entrance

requirements which are generally acceptable to members of the Association, and, in the second place, their views on the more thorough reorganization of those requirements which they believe must be undertaken in the not very distant future."

Of more direct interest to readers of the *Bulletin* is the report of the Third International University Conference held at the University of Heidelberg, June 24-27. "Everyone who took part in the Conference can look back upon an extremely interesting and delightful occasion, for which we owe a debt of gratitude to the warm and hospitable welcome extended to us by all our colleagues in the University of Heidelberg and by the local authorities. . . .

"A novel feature was the introduction into the programme of several general lectures on subjects connected with the Conference programme. This proved to be a valuable addition to the usual discussions, and we hope to see the idea carried on in future years. It is, of course, to be understood that the primary interests of the Conference are professional, in the sense that we are all concerned with the care and management of universities. The Conference can not, therefore, be expected to develop into a scientific or literary congress, but the introduction, in a secondary place, of a certain amount of matter of scientific or literary interest is not irrelevant in a university assembly and certainly broadens the interest.

"Another feature which we hope to see extended in future is the presentation of short accounts of the chief events in the university field in different countries during the period since the preceding Conference. This has already been attempted, but the notice given proved to be insufficient to enable many delegates to prepare statements in advance. In the future it is hoped that more reports of this kind may be forthcoming, especially from countries outside Western Europe. Frank statements, particularly of difficulties which have been encountered, may produce most valuable discussions, either in the full Conference or in sub-committees.

"One of the most important acts of the Heidelberg Conference was the adoption of a constitution for the future organization of these international conferences. After three years' experience there was a strong feeling that the experimental stage was past and that a settled form of association was needed in order that all parties concerned might know exactly how they stood with regard to each other and to the Conference.

"The terms of this constitution . . . are intentionally broad, but there can be no doubt that they will be an indispensable help in the preparation of future Conferences. The organization of the Conference is to be founded on the national associations of university teachers and officers,

which exist in several countries. Although participation is by no means confined to these bodies, they are given their important place in the constitution because they are the strongest bodies of organized opinion in the university world, able to mobilize and express the thought of university teachers of whole countries in an effective way. . . .

"In adopting this constitution the national associations will become contributors to the expenses of a permanent secretarial office, on a very modest scale, which will serve to keep the machinery moving between conferences and to issue reports and inquiries.

"The date and place of the next Conference were left in the hands of the new Executive Committee and will be announced in due course."

At the sectional meetings the topics taken up included Overcrowding in the Universities and the University Professions, Conditions of Access to the Universities, Student Health Services, and New Ideals in the University. In the discussion of overcrowding "there are . . . two aspects of the problem:

"(a) The encumbrance or the destruction of the true relation between teacher and student in the university itself, with a consequent lowering of educational standards.

"(b) The production of large numbers of unemployed intellectuals, their imaginations stimulated by education, their attachment to the traditions of their families or their class destroyed, yet their allegiance to new ideals frustrated.

"The second aspect has received much more attention, but the first aspect deeply concerns the university teacher and a radical solution must take both into consideration.

"The professions affected are principally: lawyers, doctors, teachers, civil servants—all closely organized professions—and to a lesser extent chemistry, journalism, librarianship, architecture, and pharmacy, while engineering, divinity, and veterinary surgery have escaped, on the whole, lightly."

From a brief address at the Conference by Professor R. D. Laurie, Honorary General Secretary of the Association of University Teachers, on "University Freedom in Great Britain," the following is quoted: "A tradition greatly valued by the universities which the Government upholds, is that the annually recurrent grant which they receive is made unconditionally. The Government has, indeed, specifically refused on more than one occasion to direct how even a portion of this grant should be spent lest this should lead to a weakening of the universities' independence and freedom. In one of the reports of the University Grants Committee the following lines occur: 'A university which allowed itself to become the "tied-house" of any special interest or calling, would lose the world as well as its own soul. . . . The principle

for which they (the universities) primarily stand is the disinterested pursuit of knowledge in all its branches, with freedom for the spirit of inquiry to follow whatever path its work may disclose. If, as we are often tempted to believe, "the faintest of all human passions is the love of truth," the welfare of those great institutions which exist to keep that passion alive is second to none among the nation's needs.' And in their Report published this year the following occurs: 'The universities of Great Britain rightly set store by the maintainance of that healthy spirit of independence with which they have grown up; and the recent experience of the universities of some other countries has only served to strengthen this attitude.' "

Among the statutes of the Conference adopted at Heidelberg are the following:

"Article I.—The International University Conference is an association of University Professors, Lecturers, and other University Teachers, which has the object of examining questions of common interest and of promoting cooperation between universities in various countries.

"Article II.—The Members of the Conference shall consist of two categories: (1) 'Association Delegates,' who are nominated by national associations of university teachers in different countries; (2) 'University Delegates,' who are nominated by separate universities in countries where no national association of university teachers exists.

"Article III.—Every national association participating in the Conference shall form a permanent Committee, charged with the duty of dealing with Conference affairs: for example, the collection of material, preliminary discussions, the choice of representatives and of speakers to attend the meetings; and of undertaking correspondence with the central organization.

"Article IV.—Every association taking part in the Conference shall nominate, from among its own members, a representative on the Executive Committee of the Conference, for a period of not less than two years. The President of the Conference shall be Chairman of the Executive Committee. . . .

"Article VI.—The Executive Committee shall decide on all matters regarding the constitution and development of the Conference. It shall, in particular:—

"(a) Appoint the Secretary of the International Conference.

"(b) Examine and approve the Annual Report of the Secretary.

"(c) Examine and approve the Annual Financial Statement of the Secretary.

"(d) Administer, in its own responsibility, the funds of the Conference.

"(e) Authorize the Draft Programme of each meeting of the Conference, before sending out the invitations. . . .

"Article VIII.—The Secretary of the International Conference is also Secretary of the Executive Committee, from which he receives nomination for a period of six years, which can be renewed. He shall also be a member of the Executive Committee. . . .

"Article IX.—Following upon the Conferences at Oxford, Grenoble and Heidelberg, the Conference shall thereafter meet every two years, unless otherwise determined by the Executive Committee. . . .

"Article XI.—The President of the Conference shall be nominated by the inviting body. He shall hold this office from the commencement of one meeting until the commencement of the next meeting of the Conference, when he shall hand over the office to his successor.

"During this period he shall also be Chairman of the Executive Committee.

"Article XII.—The local arrangements for each single meeting of the Conference are entirely confided to the inviting body, after the acceptance of the invitation by the preceding meeting or by the Executive Committee. . . .

"Article XIV.—There shall be a Central Fund, formed by annual subscriptions from each of the associations represented on the Executive Committee.

"Individual universities shall also be invited to contribute a subscription to any Conference Meeting at which they are represented.

"The amount of the annual subscription shall be fixed by the Executive Committee, and shall be payable in January of each year.

"The respective sums shall be sent to the Secretary, who shall give a receipt for each sum received. He shall render an account of the incomings and outgoings to the Executive Committee, as in section (c) of Article VI, in January of each year.

"After the approval of the accounts the Secretary shall invite each association to forward its quota for the ensuing year."

AMERICAN LIBRARY ASSOCIATION, FELLOWSHIPS AND SCHOLARSHIPS

The Association announces a limited number of grants-in-aid available for the academic year 1937-38, made possible by a grant from the Carnegie Corporation, to be awarded for study or research in library problems to those showing promise of contributing to the advancement of the library profession. Candidates should be graduates of approved colleges or universities and should have completed at least one year of work in a library school and have had satisfactory experience in library work, but in exceptional cases either the library training or experience may be waived. The stipend for a fellowship will be \$1500 or more and scholarships will vary from \$750 to \$1000. Applications must be filed

before February 1, 1937, with the Chairman of the American Library Association Committee on Fellowships and Scholarships, Mr. Charles E. Rush, Yale University Library, New Haven, Connecticut. Awards will be made before April 1

DATES OF MEETINGS

American Association of University Women, Savannah, March 15-19.

American Council of Guidance and Personnel Associations, New Orleans, February 17-20.

National Education Association, Department of Superintendence, New Orleans, February 20-25.

Progressive Education Association, St. Louis, February 25-27.

COMMITTEE NOTES AND REPORTS

ACADEMIC FREEDOM AND TENURE

WASHINGTON STATE COLLEGE

In the summer of 1935, Dr. Samuel M. Steward accepted an appointment to the English Department in the State College of Washington. This appointment was expressly limited to the academic year 1935-36, as Dr. Steward filled the place of a staff member on leave of absence during that year. Dr. Steward's work was satisfactory and before the middle of April, 1936, he was informed by Professor Murray W. Bundy of the English Department and Dean C. C. Todd of the College of Sciences and Arts that they would recommend his retention for another year at the same salary. Dr. Steward orally acquiesced in the proposal, and the recommendation duly followed. On May 15, 1936, a novel by Dr. Steward entitled "Angels on the Bough" was released by the publishers. Shortly before this date Dean Todd and others at the State College of Washington received publicity relative to this novel. The book involves a frank treatment of certain episodes in modern life, and its contents disturbed Dean Todd and Professor Bundy. There was no local newspaper publicity about the appearance of the book and when Dr. Steward discovered the attitude of his superiors he arranged that his novel should be withdrawn from public sale at the students' bookstore. Dean Todd informed Dr. Steward shortly after the middle of May that he personally had decided not to press the matter of the book further. Professor Bundy apparently concurred in this decision.

On June 8, 1936, a few hours before Dr. Steward was leaving for the summer, he was invited to a conference in President Holland's office. At this conference President Holland accused Dr. Steward of improper participation in a student strike which had occurred May 7, 1936. He also spoke about "Angels on the Bough" and said that the combination of the two things caused him to refuse to recommend Dr. Steward's reappointment. Dr. Steward denies that in connection with the student strike he gave any advice except against the strike and in favor of peaceful negotiation. When he was thus refused reappointment, there were several actual vacancies in the Department of English.

"Angels on the Bough" has received favorable reviews and appears to the Chairman of Committee A as a book showing great promise. Since being refused reappointment in the State College of Washington, Dr. Steward has been employed by Loyola University of Chicago. The administrators of this Catholic institution had read his book before they employed him.

On July 1, 1936, the General Secretary of this Association wrote President Holland about the Steward case, summarizing the information which the Association had and advising the President that if he felt the statement omitted matters of importance, an additional statement would be gratefully received; also that the Association would be equally grateful for correction of any errors of fact. On July 6, 1936, the Secretary to President Holland requested for the President's use a verbatim copy of Dr. Steward's complaint. The General Secretary in due course informed President Holland that such complaints were treated as confidential material "until we decide whether an investigation is necessary." Further attempts to obtain any direct reply from President Holland have been fruitless. When, however, the first draft of this statement was submitted to him for criticism, his Acting Secretary responded at some length, transmitting (1) a letter signed by Dean Todd and Professor Bundy, and (2) a copy of the transcript of a statement purporting to have been made on June 9, 1936, by Dr. Steward to a Spokane newspaper reporter. Dr. Steward writes that the reporter's transcript puts into his mouth much which he never said. This statement was not published, and in any event could have had no influence on the President's action a day earlier. Corrections suggested by Dean Todd and Professor Bundy have been made in the present statement of the case. These gentlemen also explain that some years ago a faculty committee formulated regulations applying to resignations, notices of dismissal, etc., which regulations were adopted by the Senate and approved by the President and Board of Regents. One of the regulations reads as follows:

In case it is necessary to notify a member of the faculty that he must sever his connection with this institution, the Board of Regents has authorized that this notice be given, ordinarily, not later than April 15, and, with very few exceptions, not later than Commencement Day.

Under the foregoing circumstances, the chairman of Committee A and the other representatives of the Association who have participated are of opinion that the publication of Dr. Steward's novel was either the sole cause, or at least the principal cause, for the refusal to recommend his reappointment. It will be observed that notice of President Holland's determination was never given Dr. Steward until the very close of the academic year. This, in itself, constituted a violation of proper standards of academic tenure. Although the original appointment was specifically limited to the academic year 1935-36, the negotiations above described between Dr. Steward and his academic superiors reasonably entitled the former to rely upon appointment for a further period of one year. Nor, apparently, can the deviation from sound

practices of tenure be deemed accidental or isolated. The College regulation just quoted permits violation of the principle of reasonable notice, apparently at the administration's pleasure. Perhaps even more important than this, however, is the restrictive effect which President Holland's action is certain to have upon creative writing by his faculty. It seems a sound proposition that a teacher who is a creative writer should have complete freedom of expression so long as his output does not conflict with the postal regulations or with other laws. He should not be made to suffer in his academic connection because what he writes is distasteful to an administrative officer. Any other rule would tend to make barren the college and university departments of English. President Holland's handling of the Steward case has been most ill-judged, and indicates bad conditions of academic tenure as well as improper restriction of literary freedom.

Approved for publication by the Committee on Academic Freedom and Tenure, Carl Wittke, *Chairman*.

CONFERENCE STATEMENT OF 1925

*Academic Freedom*¹

(a) A university or college may not place any restraint upon the teacher's freedom in investigation, unless restriction upon the amount of time devoted to it becomes necessary in order to prevent undue interference with teaching duties.

(b) A university or college may not impose any limitation upon the teacher's freedom in the exposition of his own subject in the classroom or in addresses and publications outside the college, except in so far as the necessity of adapting instruction to the needs of immature students, or in the case of institutions of a denominational or partisan character, specific stipulations in advance, fully understood and accepted by both parties, limit the scope and character of instruction.

(c) No teacher may claim as his right the privilege of discussing in his classroom controversial topics outside of his own field of study. The teacher is morally bound not to take advantage of his position by introducing into the classroom provocative discussions of irrelevant subjects not within the field of his study.

(d) A university or college should recognize that the teacher in speaking and writing outside of the institution upon subjects beyond the scope of his own field of study is entitled to precisely the same freedom and is subject to the same responsibility as attaches to all other citizens. If the extra-mural utterances of a teacher should be such as to raise grave doubts concerning his fitness for his position, the question should in all cases be submitted to an appropriate committee of the faculty of which he is a member. It should be clearly understood that an institution assumes no responsibility for views expressed by members of its staff; and teachers should when necessary take pains to make it clear that they are expressing only their personal opinions.

*Academic Tenure*¹

(a) The precise terms and expectations of every appointment should be stated in writing and be in the possession of both college and teacher.

(b) Termination of a temporary or a short-term appointment should always be possible at the expiration of the term by the mere act of giving timely notice of the desire to terminate. The decision to terminate should always be taken, however, in conference with the de-

¹ Statements agreed upon at a Conference of Representatives of the American Association of University Women, the American Association of University Professors, the Association of American Colleges, the Association of American Universities, the Association of Governing Boards, the Association of Land Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education, and adopted by the Association of American Colleges at the Annual Meeting held January 8-10, 1925, and by the American Association of University Professors at its Annual Meeting, December 31, 1926-January 1, 1927. Reaffirmed by the Association of American Colleges, January 17, 1935.

partment concerned, and might well be subject to approval by a faculty or council committee or by the faculty or council. It is desirable that the question of appointments for the ensuing year be taken up as early as possible.

Notice of the decision to terminate should be given in ample time to allow the teacher an opportunity to secure a new position. The extreme limit for such notice should not be less than three months before the expiration of the academic year. The teacher who proposes to withdraw should also give notice in ample time to enable the institution to make a new appointment.

(c) It is desirable that termination of a permanent or long-term appointment for cause should regularly require action by both a faculty committee and the governing board of the college. Exceptions to this rule may be necessary in cases of gross immorality or treason, when the facts are admitted. In such cases summary dismissal would naturally ensue. In cases where other offenses are charged, and in all cases where the facts are in dispute, the accused teacher should always have the opportunity to face his accusers and to be heard in his own defence by all bodies that pass judgment upon the case. In the trial of charges of professional incompetence the testimony of scholars in the same field, either from his own or from other institutions, should always be taken. Dismissal for other reasons than immorality or treason should not ordinarily take effect in less than a year from the time the decision is reached.

(d) Termination of permanent or long-term appointments because of financial exigencies should be sought only as a last resort, after every effort has been made to meet the need in other ways and to find for the teacher other employment in the institution. Situations which make drastic retrenchment of this sort necessary should preclude expansions of the staff at other points at the same time, except in extraordinary circumstances.

NOTICE OF RESIGNATIONS

The following statement was approved at the annual meeting of the Association, December, 1929:

"Any provision in regard to notification of resignation by a college teacher will naturally depend on the conditions of tenure in the institution. If a college asserts and exercises the right to dismiss, promote, or change salary at short notice, or exercises the discretion implied by annual contracts, it must expect that members of its staff will feel under no obligations beyond the legal requirements of their contracts. If, on the other hand, the institution undertakes to comply with the tenure

specifications approved by the Association of American Colleges, it would seem appropriate for the member of the staff to act in accordance with the following provision:

"1. Notification of resignation by a college teacher ought in general to be early enough to obviate serious embarrassment to the institution, the length of time necessarily varying with the circumstances of his particular case.

"2. Subject to this general principle it would seem appropriate that a professor or an associate professor should ordinarily give not less than four months' notice and an assistant professor or instructor not less than three months' notice.

"3. In regard to offering appointments to men in the service of other institutions, it is believed that an informal inquiry as to whether a teacher would be willing to consider transfer under specified conditions may be made at any time and without previous consultation with his superiors, with the understanding, however, that if a definite offer follows he will not accept it without giving such notice as is indicated in the preceding provisions. He is at liberty to ask his superior officers to reduce or waive the notification requirements there specified, but he should be expected to conform to their decision on these points.

"4. Violation of these provisions may be brought to the attention of the officers of the Association with the possibility of subsequent publication in particular cases after the facts are duly established."

ELIGIBILITY OF INSTITUTIONS

At the Cleveland meeting (1930) the Council voted to approve a modification of the procedure of the Committee on Admissions, so that eligibility for membership, while still based primarily on the Accredited List of the American Council on Education, shall be subject to changes in the list made by the Council either on its own motion or on recommendation by the Committee on Admissions.

At the meeting in 1931 in Chicago, the Association adopted the following resolutions:

"*Resolved*, that when a duly authorized Committee of the American Association of University Professors finds, upon investigation, that a given college or university has been guilty of a serious breach of the principle of the freedom of teaching, involving the dismissal of one or more of its teachers, upon recommendation of such Committee, and the endorsement of the Council of this Association, and a vote of the Association itself at its Annual Meeting, such college or university be placed upon a 'non-recommended' list, this action to be published in the next issue of the *Bulletin*;

"Resolved, further, that such institution shall remain on this list until it has given satisfactory evidence of a change of policy in this respect;

"Resolved, furthermore, that a record of such action be printed in the January issue of the *Bulletin* of the Association for as long a time as the institution in question remains on the non-recommended list."

The Council subsequently voted to substitute "eligible" and "ineligible" for "recommended" and "non-recommended."

The Meaning of Removal from the "Eligible List"

Removal of an institution from our eligible list means that in the opinion of the Association the facts, as disclosed by careful investigation, show that the present administration of the institution is not maintaining conditions of academic freedom and tenure which are in accordance with the principles adopted by this Association, the Association of American Colleges, and other associations of higher education. Removal from the eligible list does not mean that censure is visited by the Association upon the whole institution or upon the faculty, but only upon its present administration.

Removal from the eligible list does not in any way affect the individual rights of our members on the faculty of the institution in question or their rights to maintain an organized chapter, nor do members of the Association who accept positions on the faculty of an institution thus removed forfeit their membership. Such removal, however, means that until the institution is restored to the eligible list the members of the faculty who are not already members of the Association will be ineligible for election to membership in the Association, as is the case with "unaccredited" institutions. This is in no sense an attempt to classify institutions.

INSTITUTIONS REMOVED FROM THE ELIGIBLE LIST

	Date of Removal
Rollins College, Winter Park, Florida	December, 1933
Brenau College, Gainesville, Georgia	December, 1933
United States Naval Academy, Annapolis, Maryland	December, 1933
University of Pittsburgh, Pittsburgh, Pennsylvania	December, 1935

FREEDOM OF SPEECH

TEACHERS' OATH LAWS

Statement of Committee B

In the minds of a considerable part of the public there still appears to exist no clear understanding of the issues involved in the agitation for the enactment of teachers' oath laws. Their proponents in some cases seem to have no well defined ideas as to precisely what is to be accomplished by them, and many good citizens who have had no part in initiating such legislation are nevertheless unable to see why there should be any objection to it, and are puzzled to understand why it arouses such strong and general opposition on the part of teachers. It is the purpose of this statement to attempt further to clarify the grounds of this opposition by an examination of the effects of laws of this type if enacted, and of the objectives aimed at by different groups of their supporters—and of the confusion of objectives which in part explains the support they have received. Some of these aims are, in themselves, legitimate, others are inimical to the efficiency of our schools, to the self-respect and integrity of the teaching profession, and to fundamental liberties of the citizen. It is necessary to distinguish the legitimate objectives from the illegitimate; and it is not difficult to show that such laws have no tendency to realize those which are legitimate. Unless this is made clear, there is danger that bad legislative measures will find support because they are erroneously believed to promote good ends.

The principal objects, often confused with one another, which are aimed at by different groups or individuals who advocate teachers' oath bills appear to be three.

1. "*Supporting the Constitution.*"—The requirement common to nearly all these bills relates, not specifically to the teacher's duties in the classroom, but to his action as a citizen. What is required is a promise under oath to "support" the Constitution of the United States; to this is often added a similar promise to "support" the State Constitution, and (in some bills) to obey the Federal and State laws in general. The danger here lies in the ambiguity of the word "support."

(a) If "support" means merely to conform faithfully to the obligations and prohibitions imposed by Federal and State constitutions and statutes, the bills simply require teachers to take oath to obey the law of the land—which they and all other citizens, irrespective of any oath, are already required to do, and which, under existing laws, they can, by due process, be punished for not doing. So construed, the bills are wholly superfluous. They are, however, objectionable, not only because all superfluous legislation is objectionable, but also (in the opinion of many teachers) because the imposition upon them, as a particular class

of citizens, of a special oath to obey the laws is an offensive aspersion upon their citizenship. It is, however, often urged by proponents of such bills that officers of the military and naval services, members of Congress and of State legislatures, judges and lawyers (as court officers), and public administrative officials are required to take special oaths, some of which contain similar language. To this it may be replied that these oaths are taken by the officials in question upon assuming public functions especially concerned with the administration and enforcement of the laws, and are primarily pledges to perform faithfully the special duties of these offices. Teachers as such are not charged with similar duties; it has in several cases been decided by the courts that they are not, in a legal sense, "public officers;" it has never been the American practice to require such oaths of them; teachers in private institutions are in no sense public employees; and there appears no good reason for requiring of this profession a special oath to obey the fundamental law, any more than of clergymen, journalists, or practitioners of any other calling—unless it is assumed that members of the teaching profession as such are peculiarly prone to violate the law. It is, in part, because this false assumption is often implicit in the arguments of proponents of these bills that teachers so generally regard them as offensive. There is doubtless something to be said for the proposal that every citizen, upon first registration, should be required to take a suitable civic oath; upon the merits of this proposal no opinion is here expressed. Unless or until the requirement is made general, teachers will continue to object to laws which (in the words of Governor A. M. Landon) "make teaching into a suspect profession by making our teachers take a special oath."

This, however, is the least important ground of objection to such bills. A graver issue arises from the fact that the term "support," as used in them, is capable of another interpretation.

(b) An oath to "support" the Constitution (or the Constitution and statutes) may be construed as a pledge to refrain from advocating changes in these laws. It is clearly with this sense in mind that many of the proponents of teachers' oath bills favor them. They are usually put forward as tending to prevent "subversive movements;" the term "subversive movements," as a reading of the propaganda of supporters of the bills shows, usually means for them any effort to bring about extensive changes in our political (or economic) system, or, indeed, any changes to which these persons are strongly opposed, or which appear to them to conflict with some particular theory of constitutional interpretation which they hold. The animus behind much of the agitation for these bills is unmistakable; they are not (by some of their proponents) intended merely to compel teachers to take oath to obey (like other

citizens) the fundamental law so long as it remains the law; they are intended to deny to teachers the right peaceably to promote alterations in the law which the sponsors of the bills regard as objectionable. The bills, therefore, when thus construed in the second sense, are themselves, in their apparent intent, negations of the essential spirit of the Federal Constitution and of the constitutions of most, if not of all, of the States.¹

The right to propose and support by legal methods changes in the constitution or in any other law is a primary civic right, inherent in the very conception of political liberty, and implied in the Constitution. If there is anything in the Constitution which, in principle, can not be changed, it is the right to advocate changes; and the proposal which would be most subversive of our institutions is the proposal to deny this right to citizens. But the apparent desire of many of those who urge the enactment of teachers' oath laws is to deny or restrict this right in the case of citizens who belong to the teaching profession.

If it were possible to bring before a court criminal charges of violation of the oath, on the part of a teacher who had taken it, it is, we believe, certain that no higher court would construe the promise to "support the Constitution" (or the Constitution and statutes) in the sense above (b). But in fact, it is probable that teachers' oath laws create no actionable offense, once the oath has been taken; no criminal proceedings could legitimately be instituted under them—and, so far as we are informed, no such proceedings have thus far ever been instituted. From a legal point of view, such statutes (except with respect to the formal taking of the oath) are incapable of accomplishing the ends which their proponents seem to desire; they are intrinsically unenforceable at law, a threat without legal substance. This alone is a sufficient reason why they should not be enacted. But their legal futility does not make them harmless. Aside from the possibility of attempts by partisan law officers to bring charges under them in lower courts not immune from the influence of local political sentiment, they give to local school boards and officials, and the governing boards or executives of colleges and universities, a quasi-legal ground for dismissing any teacher whose political opinions, affiliations, or activities are regarded by these officials as inconsistent with "support of the Constitution"—in any sense which they may choose to put upon this equivocal expression. Only a few years since, advocacy of the repeal of the Eighteenth Amendment would, by some persons, have been so regarded. The actual interpretation and enforcement of the substance of these statutes will thus lie in the hands not of the courts, but of legally irresponsible, non-judicial bodies or

¹ The Massachusetts law, however, contains the following clause (Sec. 2a): "Nothing herein contained shall be construed to interfere in any way with the basic principle of the constitution which assures every citizen freedom of thought and speech and the right to advocate changes and improvements in both the state and federal constitutions."

individuals; they are statutes whose substantive effect, so far as they have any, is to give to such bodies and individuals a means of compelling teachers to surrender their fundamental rights as citizens, under penalty of losing their means of livelihood. This fact is sufficient to condemn any such legislation in the eyes of those who are loyal to the principles underlying the Constitution itself.

It is, however, evident that some supporters of these statutes do not really aim at the restriction of teachers' general civic rights, but at some sort of control over the content of instruction or over the teachers' methods in the classroom. The bills—though by their language they usually relate both to the extra-mural and intra-mural action of teachers—are intended, by some of their supporters, to affect only the latter. The reasons why legislation for regulating classroom teaching seems to these citizens legitimate and desirable are of two distinct, and in part antithetic, types.

2. *Prevention of "Propaganda" in Schools.*—It is felt by many that teachers should not take advantage of their special opportunity to influence immature and uninformed minds by carrying on "propaganda" in the classroom. There is a sense of the ill-defined word "propaganda" in which this feeling is, in our opinion, entirely justified. It is not permissible for teachers in public institutions to engage in political proselytizing. The objection to propaganda, in the sense in which it is objectionable, applies to all efforts, by dogmatic teaching and exhortation, to inculcate partisan views—Republican, Democrat, Socialist, Communist, or any other—into pupils not yet qualified to think intelligently for themselves on such matters.

Nevertheless, though this broad principle is to be accepted, the problem of its wise and effective application is far from a simple one. There is danger that the legitimate aim of excluding "propaganda" may be confused with a program which would injuriously, and even absurdly, narrow the subject-matter of study and devitalize the work of teachers of government and other social sciences in preparing pupils for the future intelligent exercise of their civic responsibilities. There is a sensible middle course between the one extreme of omitting in the classroom all presentation or discussion of important but controversial political and economic subjects and the other extreme of offensive partisanship; and the problem will vary with the age of the pupils. In the lower grades it is probably desirable, as it is also natural, that such controversial matters be excluded altogether. In high schools, especially in the later years, it is essential that pupils should have opportunity to become acquainted with the objective facts concerning all important contemporary political and economic systems; and it is highly desirable that they should be given some understanding of the ideas lying behind

such systems and movements. This is entirely possible, without any attempt at improper indoctrination, given a reasonable degree of fairness of mind, self-restraint, and consideration for others, on the part of the teacher. In dealing with matters upon which opinion in the community is divided, he should seek to present each view honestly and objectively; and he should encourage pupils, even in the high schools, to begin to think about such questions for themselves. In the exposition of any subject to students, the teacher is presumed to follow the scientific method of analyzing a problem and of impartially presenting the arguments in cases where evidence is or seems inconclusive. In this way, the pupils by example become gradually accustomed to the scientific approach in meeting the problems of life, to the principle of an open mind where evidence is lacking or debatable, and to tolerance of divergent opinions. The evils of indoctrination would largely be avoided, and the desirable by-products more readily achieved, if the teacher invariably followed this method of approach, particularly in highly controversial fields of teaching. While the teacher should refrain from efforts to make converts to his own political faith, whatever it may be, it is no part of his duty sedulously to conceal his own opinions; to do so would be consistent neither with his own self-respect nor with the respect of pupils for him. In colleges and universities instructors are similarly obligated to present fairly the theories and reasonings, upon controverted matters in their sciences, advanced by other competent specialists of differing schools; but it is in this case an essential part of the teacher's function also to present fully the results of his own researches and reflections upon these matters. A "university," in which teachers had and expressed no conclusions other than those already generally accepted, would obviously be no university; the most distinctive service to society which this type of institution exists to render would not be performed.

Yet, especially in public high schools, the charge of "propaganda" has sometimes been brought against teachers who are wholly impartial and objective in dealing with controversial topics; for the word, in the usage of a certain not inconsiderable part of the public, covers, with an opprobrious implication, the mere exposition of any opinion, movement, or governmental or economic system, of which they strongly disapprove. The exclusion of what such persons mean by "propaganda" would mean that the work of the schools would have no relevance to a large part of contemporary history and to some of the greater issues which students will eventually be called upon to face as citizens.

It is clear that to define by statute where necessary exposition and desirable and useful discussion end and illegitimate propaganda begins is impossible. Varying as it does with the age of the pupil and the

character of the institution, the problem is one which must be left to the discretion of educational administrators and professional bodies. Doubtless it will not always be solved wisely even by these. But—since statutes must always be framed in general terms—it is beyond the reach of effective statutory formulation; and it is evident that none of the existing or proposed teachers' oath laws assist in any degree towards a wise solution of it.

3. "*Teaching American Principles.*"—Other supporters of such bills, however, are actuated by the conviction that a certain kind of "propaganda" is desirable in the classroom, at all events in public schools. There are, it is felt by such supporters, behind the issues on which political parties or movements are divided, certain principles to which this Republic is committed, certain distinctively American traditions. In order that these traditions may be perpetuated, it is necessary that each new generation be enabled to understand them and be inspired with loyalty to them; and this, it is said, is a function of the schools, especially of those which are maintained by State and local governments.

Properly interpreted, this feeling also is, in our opinion, sound. No aggregate of individuals is, in any true sense, a community unless it possesses some common traditions and loyalties; and it is one function of education, especially of children and adolescents, to pass these on from generation to generation.

But it is obvious that this principle, unless carefully limited and discriminatingly applied, is capable of the gravest abuses. It has, unhappily, long been the practice of rival political parties in this country to claim for themselves a monopoly of "American" traditions and principles; and there is consequently great danger that, in its application, the desire to employ the schools to perpetuate what is fundamental in our political ideals will in fact make them instruments of propaganda of the objectionable kind, and will make control of them a bone of contention among political parties or factions.

There are, it is true, certain things which would probably be generally admitted to be of the essence of a genuine "Americanism." Primary among these is the faith in political democracy—the belief that conflicts of opinion or interest, on matters falling within the proper province of government, can best be settled at the ballot-box by the vote of a majority of citizens freely exercising the right of suffrage. Implicit in this is an acceptance of the principles of freedom of speech and of the press; obviously irreconcilable with it is the reliance upon physical or economic coercion, or on corruption, as instruments of political power. Akin to it is the principle of equality in civil rights before the law; and coordinate with these is the conviction that there are some matters which do not

fall within the proper province of government, and that these certainly include religious beliefs and observances. Not less essential in our tradition are certain qualities of spirit and temper—tolerance for differing opinions, the belief that such tolerance is among the conditions of progress, the hope that our democratic political order may serve as a means to a wider diffusion of well-being and happiness and to a greater equality of opportunity for all individuals to develop and to exercise in socially beneficent ways the powers that are in them. To communicate to successive generations such principles and ideals as these should, in our opinion, be a part of the purpose of our public schools.

But the laws concerning teachers' oaths which have been proposed, and in some states enacted, manifestly neither express these principles and ideals nor tend to promote them; and it clearly is not out of a zeal for such essentials of the American faith and spirit that the agitation for these laws chiefly arises. The individuals and groups most active in urging such legislation have not, as a rule, been conspicuous for respect for the civil liberties of others, tolerance of dissent, confidence in the value of free inquiry and discussion, aversion to the use of force, faith in the processes of democracy, eagerness for a wider and more equitable diffusion of the means of well-being and self-development. The movement for laws of this type is, in the main, a manifestation of an essentially un-American temper on the part of a fraction of our citizenship. It is a phase of a tendency which, in some other countries, has finally resulted in an abandonment of the democratic method, the establishment of governments based upon terrorism, and the general suppression of freedom of inquiry, of speech, of the press, and of the suffrage. And it is above all for this reason that American teachers are opposed to such laws. They see in them—interpreted in the light of the temper and utterances of their more aggressive advocates—the insidious beginning of a movement hostile to what is best and most fundamental in our political principles and our national ideals. No oath is needed to compel those who oppose such legislation to support these principles and ideals. Of these principles they are the champions, and it is against these that the measures which they oppose seem to them to be directed.

A. J. CARLSON
A. O. LOVEJOY¹

DEFENSE OF FREEDOM BY THE AMERICAN LEGION²

"The time has come for The American Legion to give serious thought to our traditional Americanism policy and determine whether certain

¹ Professor Zechariah Chafee, a member of the Committee, has been prevented by illness from participating in the final drafting of this statement.

² Extracts from a message by National Commander H. W. Colmery of the Legion entitled "Let's Be American" in *The National Legionnaire* for November, 1936.

misguided individuals within our organization are setting a good example of true Americanism.

"To uphold and defend the Constitution of the United States of America; to maintain law and order, and to foster and perpetuate a one hundred per cent Americanism, are cardinal principles of The American Legion. They are written in the preamble to our constitution and, as such, stand as permanent mandates which may be changed or modified only by amending that Constitution itself. They solemnly and unequivocally bind every member of The American Legion not only to preach Americanism but to live it and practice it.

"Americanism, true Americanism, means acceptance of and adherence to all of the principles and institutions of our American form of government. We can not accept only those which coincide with our individual point of view and violate those which do not; and we must not resort to force to suppress persons or groups whose opinions differ from our own. That is the very essence of un-Americanism.

"The Constitution of the United States guarantees freedom of religion, freedom of speech, freedom of the press, and the right of the people peaceably to assemble, and it declares that Congress shall not make any law prohibiting or abridging the free exercise of these sound principles. They are the most American thing in the Constitution. Without these wise provisions, we would have no democratic government; indeed, history tells us we would have had no United States of America.

"It is the sworn obligation of every member of The American Legion to uphold and defend these principles as faithfully, as courageously, and as impartially as every other article of the Constitution. We must not deny the right of free speech or peaceable assembly to any person or any group, not even to those whose theories we despise. Our country has enjoyed a greater degree of progress; our people have been blessed by more happiness than any other country or people on earth because this Government has maintained the principles of freedom and liberty. We must not do anything to undermine them, however well intended our motives may be.

"... The American Legion is opposed to Communism. So am I. It is opposed in this country to any form of arbitrary government which harks back to the absolutism to protect against which modern enlightened people have set up constitutional democracies such as we have in the United States. So am I. I believe the great majority of American citizens agree with this policy. I shall stand loyally by our mandate on this subject and work for its fulfillment. But there is nothing in it which even remotely implies that we should suspend the Constitution of the United States, violate the principles of our own organization, and use force or violence or intimidation to suppress any group.

"Our opposition to Communism is based primarily on the fact that it seeks to overthrow our form of government by force or violence. How, then, can we hope to accomplish our purpose if we resort to force or violence! When we do, we not only descend to the level of the Communists, but we play squarely into their hands. We discredit our own cause. We prevent the law from taking its course. We give aid and comfort to the Communist Party in America by furnishing it with publicity it otherwise would not have."

"... When citizens take the law into their hands, when groups determine to suspend the Constitution and invoke force without authority, they are dipping dangerously close to Fascism and Hitlerism, and even to anarchy itself."

"... Our best weapon is education. Education of the foreign-born in the history and traditions of America. Education of the boys and girls in the lessons of the struggle of the human race for liberty and the benefits of liberty, justice, freedom, and democracy. Education of the men and women, old and young, of what it means to be an American citizen, and of the responsibility which the citizen has, under a free Government, to know, understand, and be able to solve the problems of Government, if he is to remain a free man.

LETTER TO POLITICAL CANDIDATES IN MASSACHUSETTS

The following letter, addressed to a number of candidates for office, was signed by Professor Otto F. Kraushaar, President of the Smith College chapter, and Professor Elliott M. Grant, President of Local #230 of the American Federation of Teachers:

"Dear Mr.———:

"The controversy over the Teachers' Oath law which aroused much interest throughout the state last year is perhaps likely to be resumed at the next session of the Legislature. We know that all the teachers of the district, in addition to the members of our own organizations and the public in general, would appreciate a frank statement of your position on this issue. Will you or will you not vote for repeal? May we call to your attention the fact that this law has been condemned by such groups as the State Federation of Labor and the National Catholic Education Association, and, furthermore, that the national leaders of The American Legion have apparently abandoned their former support of so-called loyalty oaths.

"This letter is being sent to all candidates for the General Court and is being given to the press. We should be glad to have your statement at an early date and should appreciate it if you would allow us to publish your reply. We suggest that you make it brief so that it can be published in full."

This letter and the responses received were given publicity in local newspapers.

OPPOSING THE TEACHERS' OATH BILL IN MASSACHUSETTS

With the alliance of organized teachers' units, and various Labor Union groups in Massachusetts revealed as the method of strategy used to defeat proponents of the Teacher's Oath bill in the last election, a "united front" of faculty members and organized labor looms to back or oppose future bills affecting either group.

Professor James H. Sheldon of Boston University, who with Gordon W. Allport, assistant professor of psychology and Kirtley F. Mather professor of geology, composed a separate faculty committee operating to defeat candidates for the General Court in favor of the oath, revealed that three separate methods of attack had been used in the campaign.

First, the whole oath bill matter was agitated and kept before the public by press releases, and by furnishing speakers to meetings of various groups. This campaign has been carried on since last December.

Secondly, the voting record of every member of the legislature was brought to the attention of the various constituencies, by means of one general pamphlet issued by the Massachusetts Society for Freedom in Teaching, and the Massachusetts State Council of Teachers' Unions, affiliated with the American Federation of Labor.

The general pamphlet issued by this group was also reprinted and issued by various church groups, who cooperated because they feared the adoption of a similar oath for clergymen and because they opposed the further "mechanization of thought," according to Professor Sheldon. Also the voting record of members of the legislature was brought to the attention of the voters by smaller booklets and broadsides issued by the local labor union, and by articles appearing in local newspapers.

Professor Sheldon admitted that the machinery of the various teachers' groups would not be disbanded even if repeal of the bill is secured at the next session of the General Court, and declared that the faculty organizations would support measures which the labor unions desired to have enacted into law at future sessions. Also the groups will be kept alive to apply pressure on legislators to keep educational budgets from being slashed.

Besides the labor groups, and the church organizations, the chief supporters of the movement to defeat oath bill proponents were the organized women's club groups.

The fight to defeat those in favor of the bill, was greatly aided by the fact that The American Legion withdrew its sponsorship of the measure at its June convention this year. That left only the Hearst papers sup-

porting the bill, and their influence is not strong in Western Massachusetts, according to Professor Sheldon.

The fight was remarkably successful in the opinion of both political observers and the organizations which led the campaign, as some 61 backers of the bill were beaten, and 8 out of 9 Democrats, upon whom the Teacher's and labor unions directed their heaviest fire were defeated.

Harvard Crimson

DEPRESSION AND RECOVERY IN HIGHER EDUCATION

PUBLICATION OF REPORT OF COMMITTEE Y

The full report of Committee Y on Effect of Depression and Recovery on Higher Education will be published in book form under the auspices of the Association early in 1937. The book will contain some 500 pages, subdivided into chapters as follows:

- I. The Problem and Its Setting.
- II. Faculty Size during the Depression.
- III. Salary Reductions during the Depression.
- IV. Promotion, Appointment and Tenure Policy during the Depression.
- V. Faculty Participation in Policy Discussion.
- VI. Factors Influencing the Effectiveness of the College Teacher and the Quality of His Work.
- VII. How College Faculties Reacted to the Depression.
- VIII. Income.
- IX. Expenditures.
- X. Some Problems of Financial Adjustment to Depression.
- XI. Enrolments.
- XII. Degrees.
- XIII. Student Financial Problems and the Depression.
- XIV. Student Ideologies and the Depression.
- XV. Some Aspects of the Problem of Public Higher Education in Relation to State Government, as Influenced by the Depression.
- XVI. The Federal Government and Higher Education.
- XVII. Some Newer Educational Emphases Arising from the Depression.
- XVIII. Leaves of Absence for Public Service.
- XIX. Public Pressures and Higher Education.
- XX. The Problems in Summary.
- XXI. The Broader Implications.

It has been the aim of the Committee, first, to ascertain and present the facts. There are, for example, some 76 statistical tables. Second, from those facts the Committee has made, rather cautiously, certain conclusions and has raised a large number of questions which members of the Association will find stimulating and which it is hoped will be used as a basis for discussion in chapter meetings. The book will appeal to educators generally.

The list price of the book upon publication will be \$4.50 net, but by special arrangement with the publishers, the McGraw-Hill Book Com-

pany, Inc., New York, members of the Association may obtain copies singly or in quantity, if orders are placed in advance of publication, directly with the publishers, at the special price of \$2.25, net postpaid.

For the convenience of members, an order form has been sent out from the office of the Association, along with the January mailing of the bills for annual dues. Members are urged to place orders at once since the special price holds only for prepublication orders. After publication, the book will be available to members at the same price as to others.

EDUCATIONAL DISCUSSION

FREEDOM OF THOUGHT, SPEECH, AND TEACHING¹

I. *Points of Danger from Without*

1. The recent and current violations of freedom of speech and of teaching in other lands and the supplanting of incipient democracies by dictatorships have had a serious repercussion in our own country, engendering fear, Utopian hopes, intemperance in speech, and violence in action.

2. War teaches violence and accentuates regimentation. Both are opposed to freedom of thought, speech, and teaching. Our country's experience in the World War, the example of the revolution in Russia, and fear of the next war, as exemplified by the unprecedented augmentation of the implements of war in all countries including our own during the last decade, have been and are important factors in placing on our statute books loyalty oath laws for teachers and restrictive state laws anent treason, which, if enforced in an atmosphere of fear and hatred, seriously repress all our civil liberties and even encourage attempts at extra-legal regulation of our thoughts and actions.

3. These conditions influencing our people as a whole have, by and large, a similar influence on the governing personnel of our colleges and universities, private or public. College and university trustees are unavoidably influenced to a certain extent not only by the general unrest, bewilderment, fear, and violence in the country as a whole, but by the propaganda of specific groups, notably in the past such organizations as The American Legion, the Daughters of the American Revolution, and the Hearst press.

II. *Danger from Within*

1. In times of general stress, anxiety, and fear, our college and university faculties are not exempt from the influence of mass psychology. Members of the teaching profession have the same rights as any other citizens, under our laws, in speech and action, but not all of us have remembered in recent years (or if remembering, have not been able to curb our enthusiasm by reason) that we may do a disservice to freedom of thought and teaching by utterances and actions in times of general stress, which in calmer periods would prove of no serious consequence. In this way individuals on our faculties may have rendered conditions more difficult for the many college and university presidents

¹ Abstract of a paper delivered at the regional meeting of the Association of American Colleges, Millsaps College, Jackson, Mississippi, October 16, 1936.

and boards of trustees who seriously and persistently live up to the principle of freedom of teaching in their administration.

2. In periods of general unrest and anxiety with their attendant violence in thought and action on the part of both the so-called radical and the so-called conservative groups in economic theory and social practice, college and university administrators sometimes make use of the confusion engendered to endeavor to eliminate from their faculties members whom they dislike on personal grounds, although they may be competent teachers and investigators.

3. Democracy is a method as well as a goal. We achieve it by evolution. At no time is it completely attained, either in the state or in the university. The American type of organization of privately endowed colleges and universities renders pressure relative to types of teaching, public utterances or public service, on both administrators and teachers by alumni groups, or other groups of individuals who supply financial support, insidious and serious.

4. We have not yet solved the problem of severance from our faculties of incompetent or lazy teachers and investigators. The presence of this incubus on the faculties of all our colleges and universities is a considerable hindrance to full freedom of teaching in all its implications because of the false issues in that regard sometimes raised by such teachers.

III. *What to Do About It*

1. There is to my knowledge no one remedy and no permanent cure. The problem is perennial and perpetual. On the assumption that man's conduct is influenced by understanding, I offer the following measures for consideration.

a. If a faculty could be found competent to administer a course in common sense for college professors, compulsory attendance, graduation, and periodic reexamination might be made a condition both of appointment and tenure. Such a faculty may not be dominated by our present mine-run of college presidents and deans.

b. If a faculty could be found competent to administer a course in the function of a university, compulsory attendance and graduation might be made a condition for appointment and tenure as trustees, presidents, and deans. Graduation in such a course would seem more significant for such officers than skill in oratory or prowess in selling soap.

c. If a faculty could be found competent to teach democracy, compulsory attendance, graduation, and periodic reexamination might be made a condition for the privilege of citizenship, at least in the matter of the right to vote. As I read history and to the extent that I under-

stand man, freedom of thought, speech, and teaching are not only the life blood of democracy, but all other forms of social or political organization are, in theory at least, inconsistent with this freedom.

A. J. CARLSON

THE EXAMINERS EXAMINED

In school examinations there is seen now a growing tendency to take into consideration the opinion of the teacher. Yet as a means of combating the arbitrariness of examiners this represents, in essence, an attempt to make examinations more objective by making them more subjective. The examiner believes objectivity to be his goal.

He believes further, however, that education is a preparation for life, and that an aspect of education may be objectionable in theory and yet justifiable in practice precisely because its defects and inconsistencies are those of life itself. Pure objectivity may be found in nature; it will not be found in human nature. It is clearly no justification, and slight consolation, for failure at the hands of a peppery examiner to say that the candidate must expect pepperiness in life and that the experience will have prepared him for a peppery prospective employer. But the plea for the "poor examinee" who is subject to nerves, who has the root of the matter in him but can not produce it under pressure, fails in so far as such a candidate is not prepared for a society which lives at pressure and has no use for nerves. Clear thinking in an emergency stands high among the requirements of modern life, and it is largely the capacity for clear thinking in an emergency that examinations test.

The system, again, is competitive, and the spirit of emulation and striving is inimical to placid self-realization. Yet the failure of advanced experiments in self-realization for children—and there have been notable recantations of late—is due directly to the unfitness of children so brought up to rub along in society. The clash between the interests of the individual and those of society may some day be resolved in favour of the former; against that day it is folly to burke the responsibility weighing on education to prepare a child for the world he must live in, and that world's substructure is competition.

The justification of examinations, in a word, apart from their utility as a means to a career, lies in the fact that they bridge the gap between the sheltered atmosphere of student existence and the harsh and arbitrary world without. The day may conceivably come when examinations will be no more, but that gap will still have to be bridged.

The case for examinations, however, is not *ipso facto* a case for examiners. Concerning these much maligned individuals it is to be remarked first that "examiner," like "Nordic," is not a racial term. Examiners

are neither born nor made. There are, in fact, no such persons. Instead there are learned exponents of knowledge who, in virtue solely of their knowledge, take upon themselves also the testing of the acquisition of knowledge. But without themselves being tested for their fitness for the task. Here is an assumption whose magnitude is only veiled by its traditional acceptance. One consequence is that their unfitness as examiners may easily sell the pass that their professional conscience as teachers is most concerned to defend. To examine is held so easy that it is accepted as mere dull routine; what to the examinee may well determine his whole future is to the examiner hackwork.

It will be admitted at once that the exact estimating of a candidate's performance is an exceedingly difficult task. . . . But the chief service rendered by this report¹ is, in fact, to class examining as one of the most subjective exercises of the human intelligence. The examiner who knows the candidate can not divorce his mind from that knowledge. The examiner who does not forms a mental picture from handwriting, style, and attack that can be almost equally potent. Neither can divest himself of his own preconceptions and prejudices. And should that extra mark spell the difference between failure and success, the examiner's judgment is immediately assailed by a new set of considerations completely alien to the task of impartial assessment.

. . . The basic defect of the examiner there is no shirking, and no eradicating. He is human, and fallible.

. . . It is preposterous that so-called experts should enjoy a degree of license that it would be a euphemism to term incapacity in any other expert calling. In distant times, we are told, doctors differed and the patient died. That is where examiners stand today, an anachronism in an age of precision. Doctors still differ on occasion, it is true, and patients still die in consequence; but the stigma no longer attaches to medicine, it attaches to the examinations that gave the doctors their title.

In every calling the human element is present and must be controlled. The constant fight against it is a large part of efficiency, and its persistence can be no condonation of inefficiency here. What is perhaps forgotten is that the human element intrudes here to the second degree. The signalman is a man pitted against things. The examiner is a man pitted against men, and must attempt to control their vagaries as well as his own. . . .

What can be done in the way of reform? As a preliminary to uniformity of results it would seem axiomatic that there should exist among examiners uniformity of aim. . . .

¹ This article is in part a review of the volume *An Examination of Examinations*, by Sir Philip Hartog and B. C. Rhodes.

. . . And when a decision has been reached on all these questions, when the examiner knows exactly what he is in search of and how deviations therefrom are to be dealt with, there will still remain the question of form. . . .

Examining at present is a graceless hybrid. It can boast none of the rigorous precision of a science, it affords none of the aesthetic satisfaction of an art. The latter it can not hope ever to attain to. If it would but admit as much and renounce that devotion to form that still cumbers and confuses its judgments, the possibility of attaining to the former would be brought appreciably nearer. The examiner, confronted with bare facts and judgments, would no longer have his attention sidetracked from the issue. With his mind neither mollified by the graceful garb of thought nor exasperated by its voluminous concealment, he would both appraise more objectively and with much less mental fatigue, and his appraisal would stand a much stronger chance of surviving, as these present experiments have not survived, the test both of submission to other examiners and of re-submission after an interval to himself. Enough difficulties will remain, in all conscience, to make of examining at the best one of the least pure of sciences.

W. C. ATKINSON

Universities Review, vol. ix, no. 1

ROMAN CATHOLIC AIMS IN HIGHER EDUCATION¹

. . . We are witnesses of rapidly changing conditions in our country. Only one of those changes must we really fear, that is, the new alignment under the two banners of society. On the one is emblazoned the words "with God," and on the other, "without God" or "against God." The most momentous decision for the individual, for the family, for the school, for the state to make is, "Am I with God or against God?" Units are multiplying on all sides, fanatical in their enthusiasm to win recruits against belief in God. Reason alone can prove by its own native power that God exists. Let any honest seeker after truth wish to study this all-important fundamental truth, he will find the Catholic University ready to furnish it. For those who are convinced of the existence of a personal God, infinitely perfect, there is a series of conclusions we can or must follow. Those who deny the existence of a personal God are logical in rejecting all sanctions of our present civilization and in insisting that physical force alone can restrain. There is little wonder that Communism is increasing its force. . . .

A university's share in achieving this great work for God and Country must be concerned with its place in the supreme society of the State and

¹ From the inaugural address of the Rt. Rev. Joseph M. Corrigan, as sixth Rector of The Catholic University of America, November 18, 1936.

in the supreme society of the Church. Since it is fundamental in Catholic philosophy that the State is a supreme society with a definite aim, which is the temporal welfare of its people, and equipped with all the necessary powers to achieve this aim, we find it necessarily a task of university dimensions to supply leadership in every right effort to achieve the highest purposes of this society. On the other hand, man belonging, at the same time, to another supreme society, charged with his eternal welfare and equipped with the needed means for attaining his destiny, there must be in his philosophy of life such a consciousness in his membership in both these societies that again university life must supply the leadership which the Church also has a right to expect.

When we turn to consider the opportunity afforded us by the State, we find in an epochal day apparently dawning for this American Nation a very changed condition destined permanently to affect the welfare of the people. Federal and state legislation intimately affecting our entire social and personal life, and every phase of that life today, has already opened a series of changes looking to social security for every class of citizen which is not likely to be put aside, whatever changes its methods may undergo or however it may be affected by the changes of partisan politics. This planning for social security for the various classes of citizens immediately makes a great need for Catholic citizens who are well equipped, both in the basic principles of social science and in the *de facto* knowledge of methods and institutions. The whole future of social security is going to win success or failure in the measure in which we keep or lose truth, honor, honesty, and respect for authority. Since these factors rest finally only on the eternal law of God, we know how definitely religion must play its part even in the guiding and helping the State to attain its own purpose. . . .

. . . We can see our University leadership here instituting over a period of time a great School of Social Science. The broad purpose of such a School at the Catholic University would be to imbue American economic and political thinking with Catholic social philosophy. Admittedly, the task is great. Neither economics nor political science, as they have been and are being taught in American universities, accepts moral postulates or purposes. Practically all the textbooks in these fields now used in American universities deny all relation of their subject matter to moral teaching. Occasionally they make vague appeals to the necessary but non-supernatural concept of the "common good," but generally their position is that economics and politics, like chemistry or mathematics, are independent of the moral law. Divorcement of the social sciences from moral obligation is carried into business and industrial life and enjoys the prestige of university origin. The result is the charge, hardly to be denied, that the Church has

had little influence on contemporary American civilization. The Catholic University can and must meet this charge in a positive way. Such training in social science has been the distinctive feature of the Catholic Movement in Belgium and Holland for approximately forty years.

In the United States practically all the emphasis, non-Catholic and Catholic alike, has been on relief. In establishing a School of Social Science, The Catholic University of America, instead of following a course now rapidly becoming discredited, will be striking out on a new path. Those to be admitted to training in the courses proposed in such a School would be clerics, laymen, religious, and lay women, preparing themselves for the following activities: professors in colleges and high schools, economic consultants and research persons in labor unions, supervisors and technical experts in social insurance offices, executive directors of public forums, editors of labor and farm magazines and newspapers, and experts in international relations. The list is far from complete, but each of these activities assumes that the incumbent has a social philosophy. Most incumbents in this country have a social philosophy which is not Catholic. . . .

Side by side with this great School of Social Science, carrying the Catholic philosophy of civil society to our fellow citizens, the University should envision another great School in which our fellow citizens may be induced to study and share with us the power and the sweetness of the name of Jesus Christ. It would indeed be a poor appreciation of this Catholic University's task if we did not see the opportunity, amounting to a stupendous duty, to take our place in the national life, ready and eager to make every sacrifice to offer to our fellow-citizens the knowledge of the faith by which we live. This University must be the home of training for men and women who are to be fitted for that leadership of the spirit, without which neither this nor any other nation can ever hope for the lasting fruits of peace and prosperity.

REVIEWS

The Colleges and the Courts, Judicial Decisions Regarding Institutions of Higher Education in the United States, Edward C. Elliott and M. M. Chambers; New York: The Carnegie Foundation for the Advancement of Teaching, 1936; 563 pp.

This substantial volume includes sections on University and College Personnel; State and Municipal Institutions; Privately Controlled Institutions; Fiscal Relationships with Governmental Units; Financial Support from Private Sources, Institutional Property, Other Matters; and an Appendix consisting of Constitutional Provisions regarding Universities and Colleges, Table of Cases and a Consolidated Bibliography. It should prove of particular value for reference in the broad field which it covers. It, for example, includes chapters on The Evolution of Educational Rights, State Regulation of the Power to Grant Degrees, Public Aid for Privately Controlled Institutions, Tax Exemption, The Tort Liability of Colleges and Universities, The Exercise of Eminent Domain by Universities and Colleges, and Accessory Educational Corporations and Associations.

Freedom of Speech, compiled by Julia E. Johnsen, The Reference Shelf, Vol. 10, No. 8; New York: H. W. Wilson Co., 1936; 317 pp., \$0.90.

This is a valuable and important collection of recent material, including a 73 page bibliography of civil liberty, freedom of speech, academic freedom, teachers' oaths, censorship of the radio, military disaffection bill, and organizations. A number of addresses, similarly classified, occupy the remaining 240 pages. Particular mention may be made of the reprint of the Association's committee report of 1915 and of special articles on academic freedom by H. K. Beale, R. N. Baldwin, C. A. Beard, E. A. Ross, E. A. Filene, E. H. Reisner, and Ellsworth Faris.

Federal Aid for Education, A Brief History, Data for 1934-1935, and a Bibliography, Timon Covert; Washington: Office of Education, U. S. Department of the Interior, 1936; 19 pp.

This is a mimeographed pamphlet with tabulated information showing the amount of federal funds authorized as usual for educational purposes, 1934-35, the total obligations incurred under the Emergency Education Program by states and by types of projects, the P.W.A. allotments and estimated cost for educational building construction from beginning of program through June 30, 1935, the value of P.W.A. projects for

educational building construction completed during the fiscal year 1935 and the reported project cost during the same period.

Instruction in Hygiene in Institutions of Higher Education, James Frederick Rogers; Washington: Office of Education, U. S. Department of the Interior, 1936; 47 pp., \$0.10.

This reviews material received in reply to an inquiry sent to 1662 institutions, including 700 colleges and universities, 448 junior colleges, 171 state teachers colleges, 93 normal schools, 250 professional and technical schools. Of the 644 colleges and universities for white students, 100 report a course in hygiene open to all students which is wholly optional, 80 report a course open to all students required in certain curricula.

PUBLICATIONS RECEIVED

Bibliography of Research Studies in Education, 1934-1935, Bulletin 1936, No. 5; Washington: Office of Education, U. S. Department of the Interior, 1936; 287 pp., \$0.25.

The College Teacher and the Trade Union, Arnold Shukotoff; New York: American Federation of Teachers, 1936; 32 pp., \$0.10.

Good References on Higher Education: Curriculum and Instruction, Bibliography No. 50, compiled by Ella B. Ratcliffe; Washington: Office of Education, U. S. Department of the Interior, 1936; 14 pp., no charge.

The Government of Higher Education, Edward C. Elliott, M. M. Chambers, and William A. Ashbrook; New York: American Book Company, 1936; 289 pp.

Guide to Bibliographies of Theses, United States and Canada, compiled by Thomas R. Palfrey and Henry E. Coleman, Jr.; Chicago: American Library Association, 1936; 48 pp.

Latin American Studies in American Institutions of Higher Learning, Academic Year, 1935-1936, introduction by Concha Romero James; Washington: Pan American Union, 1936; 77 pp.

The Marks of Examiners, Sir Philip Hartog and E. C. Rhodes; London: Macmillan and Co., Ltd., 1936; 344 pp., 8s., 6d., net.

Stanford Horizons, Ray Lyman Wilbur; Stanford University: Stanford University Press; 165 pp.

NOTES FROM PERIODICALS

School and Society

In the issue of November 7 may be noted a highly appreciative review by William McAndrew of H. K. Beale's recent volume, "Are American Teachers Free?" "Nobody in education who regards it as anything more than a system for paying teachers' wages can afford to be ignorant of this notable collection of injustices and shames. It is the schoolman's duty to read it." (The volume will be reviewed in an early issue of the *Bulletin*.)

The issue of November 21 opens with a noteworthy article on "Educational 'Planning'" by Albert G. Keller of Yale which is concluded in the issue of November 28. The meeting of the Association of Urban Universities in Detroit, November 9-10, is reported by Raymond Walters.

In the issue of November 28 is a brief survey of the operations of The Julius Rosenwald Fund since its organization in 1917: during these twenty years more than \$13,000,000 have been expended mainly for negro education. Under the terms of the trust its capital must be completely spent during the next twenty years. In this issue also it is reported that a study of student health in sixty representative colleges and universities will be undertaken by the American Youth Commission.

The leading article in the issue for December 5 by P. E. Davidson and H. D. Anderson of Stanford University on "Conflicting Interests in Teachers' Associations," while dealing primarily with public school organizations, provides an excellent statement of reasons for the policy of our own Association relating to inclusion of administrative officers in our active membership. In conflicts of interest "the administrative group will be in a peculiarly difficult position. Acting as it does and must in many, perhaps most, communities, for dominant groups in the more favored economic and social positions, it will be under the necessity of adjusting the demands of these groups to the larger claims of the total community. Are the programs which these dominant groups will favor likely to serve uniformly the welfare of all the children of all the people? It may be seriously doubted. From the propaganda of certain more aggressive elements within them, it becomes daily more clear that the costs of schooling come out of incomes with a surplus, while the benefits of schooling largely pass to families whose incomes do not have surplus in any such proportion, if any. In this pressing issue, the drive to curtail educational support will increase. Where will the administrative group stand in the teachers' associations on this fundamental question? Will it compromise to the extent of limiting educational offerings or will it work shoulder to shoulder with profession-

ally minded teachers in securing an adequate basis of educational support in the interest of sound social policies? In the matter of academic freedom, will the administrators' group advocate and assume leadership within the teachers' associations for a militant defense of learning and of unfettered teaching, or will it yield in times of social stress to weaken the future effectiveness of education in our democracy? With respect to tenure, will the administrative group recognize this as the sheet anchor of a reasonably independent and dignified teaching profession or will it temporize in defense to the wishes of those who oppose it? Which will predominate in the actions of the administrative group, the professional interest in education, the desire for smooth-running administrative efficiency, or the need of economic security? If the alternative is any other than the first, the ability of the group to share in the operation of a single teachers' association with professionally minded teachers is in question."

The summary of an address by Carleton Washburne on "Science and the Free Personality" at the World Conference on New Education at Cheltenham last August presents a valuable discussion of the problem of "indoctrination." "The answer, it seems to me, lies along the following lines: First, there are ideals common to all of us—non-controversial ideals as to the goals of man—security, peace, culture, universal well-being. It is the paths to these goals that are subject to dispute. Similarly, the evils which surround us are universally recognized and are not controversial—war, unemployment, preventable disease, crime, greed. Again it is the problem as to the paths out of these evils that we can not agree upon. Very well, then. Let us give our children the ideals we have in common, as a goal toward which we can work together. Let us show them vividly the evils which we all know exist, that they may be spurred to action. Let us then show the need for using their period of immaturity for a careful, scientific exploration of each path proposed as a way out of our difficulties and toward our goals."

Among the always suggestive book reviews by William McAndrew is a brief estimate of President Hutchins' recent volume, "The Higher Learning in America," concluding, "It seems to me a sign of intellectual health that a large number of independent educators heartily disagree with Dr. Hutchins."

Journal of Higher Education

The first article of the November issue is a discussion by J. C. Knode on "Implications of the General College: Some Generalizations Regarding the Practices of This College of Recent Growth," in which special mention is made of the general colleges developed at the Univer-

sity of Minnesota, New York University, University of Florida, University of New Mexico.

In the article by D. O. Bowman, "For What Shall the College Man Train?" based on the occupational analysis of the United States Census, it is observed: "Especially should the prospective college man choose his training with the technological trend in mind. Let him so train himself that he will not only be qualified to fit into the age of technology with his technical training; but also that he may be qualified to enter the distribution of goods field, which is absorbing more and more workers. Thoughtful guidance in the choice of vocations and professions, the choice to be made in the light of the trends of society instead of hazardly, would bring real benefits to both the individual and society."

Another contribution of interest is the article by E. J. McGrath, "A Study of the Office of the Academic Dean from 1860 to 1933," including both statistical and descriptive material.

Editorial reference is made to a study of the sabbatical leave system in 117 institutions within the territory of the Southern Association of Colleges and Secondary Schools, reported in the September issue of the *Peabody Journal of Education*. It is also noted editorially that the article on the recruiting problem in the October issue has elicited considerable comment relating to the problem, which is discussed in the present issue of "The Athlete and His College," calling for a complete re-appraisal of athletic eligibility.

In the December issue the leading article is the Induction Address by President Dodds of Princeton, delivered at the inauguration of W. A. Eddy as President of Hobart and William Smith Colleges, on the relationships of various groups within the university. Dr. Dodds asserts: "To the foreign observer the American college is a curious composite of trustees, alumni, faculty, and students. The trustees exemplify the principle of lay control over the expert. From the board of trustees the president has the right to demand a diligent attention to the material welfare of the college and a jealous regard for its honor. He should expect also a broad understanding of the needs of the student in the modern world, a sympathetic grasp of the problems and aims of the faculty, and a rigid adherence to the line that divides the function of the expert (for education is an expert trade) from that of the non-professional representative of the public interest. Fortunately, this division of responsibility is understood in our better academic institutions, but failure to observe it militates daily against the public interest in governmental organizations and occasionally works ruin in universities and colleges. Plato has put it in words that might be hung on the walls of every trustees' room: 'The founders of a state ought to know the

general forms in which poets cast their tales, but to make the tales is not their business.' On the other hand, the faculty as wise experts must accept the limitations of the expert by attending sympathetically to the observations of the lay mind, to which in the last analysis all experts are responsible. There is nothing degrading in this relationship which is the foundation stone of success for most cooperative enterprises.

"... The true teacher is a man of inquiring mind, not satisfied with a parasitical intellectual life but eager to discover truth as yet unknown. The college teacher who views knowledge as something in a dish to be passed around among his students without spilling is promptly exposed by undergraduates quick to detect the bluffer. I do not mean that the college should repeat the error of the universities which have placed such heavy premiums on research without distinguishing between that which is commonplace and trivial and that which is significant and creative. The cause of scholarship has been retarded by indiscriminating pressure upon scholarly production and by measuring the results mechanically in column inches of articles in professional magazines."

Concerning the relation of instruction and productive effort, he declares: "Moreover, colleges must not repeat the errors of the universities in distinguishing between those who teach and those who do productive research, attributing to the latter glory of a greater magnitude than to the former. Yet colleges, in so far as their means permit, have a responsibility to scholarship that they have often overlooked, and trustees and administrators should seek to provide the wherewithal and the incentive for original scholarly explorations by their faculties. Their duty to supply alert and influential teachers for the undergraduates compels them to pay attention to scholarship to a greater degree than has been customary heretofore."

The article by H. S. Canby entitled "A Call for Aristotle" (reprinted from the October 24 issue of the *Saturday Review of Literature*) is an acute estimate of President Hutchins' recent volume, "The Higher Learning in America." Dr. Canby points out that "the book is too short" and suggests that the "first principles" upon which Dr. Hutchins lays such emphasis are not as ascertainable as final truths but must be seen as developing.

A study of "Income from Endowments" by W. C. Eells analyzes incomes of 20 privately controlled institutions possessing endowments of at least \$10,000,000.

Reference is made to the *New York Times* reports of college and university enrolments for the current year, showing a national gain of 6 per cent, relatively less in the East than in the West and South.

Science

In the issue of November 6, announcement is made of the establishment of a Pontifical Academy of Sciences by the Pope October 30, including in its 70 members selected for scientific achievement 33 from Italy, 6 from the United States, 5 each from Belgium, France, and Germany, 4 from Holland, 3 from Great Britain, 2 from Austria, and one each from Czechoslovakia, Portugal, Argentina, Denmark, Norway, Poland, and China.

From the United States the following have been elected to membership: Alexis Carrel, professor of biology at the Rockefeller Institute, New York; George D. Birkhoff, professor of mathematics at Harvard University; Robert Andrews Millikan, director of the Norman Bridge Laboratory of Physics at the California Institute of Technology; Thomas Hunt Morgan, director of the William G. Kerckhoff Laboratories of the Biological Sciences of the California Institute of Technology; George S. Sperti, biophysicist, formerly research professor at the University of Cincinnati; Dr. Hugh S. Taylor, professor of chemistry, Princeton University.

The statement of the Pope relating to the organization of the Academy reads in part: "Among the many blessings with which the divine goodness has rejoiced the years of our pontificate, we should like to enumerate those afforded by the spectacle of so many men who have dedicated themselves to study of experimental sciences and who have changed their attitude and intellectual cause as regard to religion.

"Unfortunately it is true that in times not so long gone some learned men, for reasons other than love of truth, have abandoned as prodigal sons the paternal roof or the religion of their forefathers. Especially during the last century there were those who taught the false, rash argument that the findings of human science were in open contradiction to the teachings of divine revelation."

Journal of Engineering Education

The issue for October is devoted to reports of conferences on graduate study in engineering and of special conferences in various undergraduate fields, including Economics, English, Mathematics, Physics, Chemical Engineering, Electrical Engineering, Industrial Engineering, Mechanical Engineering, and Orientation of Freshmen.

Journal of the Association of American Medical Colleges

In the issue for November Secretary Zapffe of the Association of American Medical Colleges reports on the number of physicians and others connected with the faculties of medical schools of the United

States and Canada. "There are listed 5027 teachers of professorial rank, or 36.8 per cent of all teachers who are physicians or who hold the M.D. degree. Of this number, 707, or 14.1 per cent, are listed as teaching in the preclinical subjects; 4320, or 85.9 per cent, are clinical teachers. The remaining 8615 teachers holding the degree of M.D. hold a rank below the grade of professor; 712, or 18.5 per cent, are assigned to preclinical subjects; 7903, or 81.5 per cent, to clinical subjects."

In discussing "The Over-Crowding of the Medical Profession" Dr. A. D. Bevan asserts: "One of the most important problems now confronting the medical profession of this country is the over-crowding of the profession. This over-crowding is so great that it has become a menace both to the profession and to the public. It is a menace to the profession in that due, in part, at least, to this over-crowding it is difficult for a large number of medical men to make a living. It is a menace to the public in that the fierce competition has had a tendency to commercialize the profession and lower the standards of medical ethics and medical practice."

A careful statistical study of the correlation of medical aptitude test values, premedical records, and freshman medical grades for the class of 1938 at Emory University is reported by John Venable.

Nature

In the issue of October 17 is reported the proposal to promote legislation allowing students, whether undergraduate or postgraduate, to go from either Oxford or Cambridge to the other institution for special courses. "Facilities available at one of the universities only may thus be made available for common use, and studies of insufficient general interest to make it worth while for each university to have its own department need not be duplicated; it is possible that some existing duplication can be eliminated and the funds thus set free used for urgent needs. At first sight, this proposed innovation seems a great break with the traditions of the older universities; but there is no doubt of its excellence in principle."

LOCAL AND CHAPTER NOTES

DARTMOUTH COLLEGE, COURSE ON WAR

A new course, offered without credit, on the cause, cost, and consequences of war is being given as a cooperative undertaking by a number of faculty members. The aim is to examine carefully the nature of modern warfare and the obstacles which must be removed before international peace can be established on solid foundation. This addition to the curriculum is the result of a petition of the student government society and the general vote of the student body supporting the petition at a peace rally held last spring.

HOBART COLLEGE, ADDRESS OF PRESIDENT

From the inaugural address "Educational Frontiers of Today" by President W. A. Eddy on October 2, 1936, is quoted the following:

"I have been puzzled at the notion sometimes expressed that enthusiasm for football is hostile to the intellectual life, as though the lethargy of the classroom would disappear if lethargy could somehow be enforced in the gymnasium! I fail to see how exuberance in athletics, dramatics, or social life inhibits intellectual activity. The only enemy of life is death. The only enemy of intellectual vigor is intellectual stagnation. The great enemy of religion is not crusading paganism but indifference. I welcome every sign of vitality at Hobart and William Smith, within or without the curriculum. The value of liberal education, we are sometimes told, is too elusive and indefinite to be measured, but for myself one test will be crystal clear: Every student who lives among us unmoved, who graduates without becoming profoundly disturbed by the predicament of modern society, will mark one complete failure for Hobart. Every teacher who fails to become deeply concerned for the personalities of his students will mark one complete failure for Hobart.

". . . It gives me pleasure to announce, on behalf of the trustees and faculty, the inauguration of a continuous, four-year course in responsible citizenship as a requirement for the bachelor's degree, effective with the freshman classes entering this fall and with succeeding classes. The proportion of required courses will not be increased nor will the free electives on any student's program be diminished. The citizenship requirement replaces equivalent requirements heretofore prerequisite to the degree. Four courses taken each year will continue to be the traditional humanities and sciences to develop personal integrity, understanding of human nature and adjustment to the physical world, without which there can be no social leadership. The fifth course itself will contain nothing eccentric: economics, history, political science, and social psychology are already heavily elected and extensively required.

Our studies in these fields will simply be organized to constitute an ordered and progressive preparation for civic responsibility. . . .

"We shall require, in each of the first three years, a course in the political, economic, or social structure of American society, studied in the light of American history and tradition, leading up to the study in senior year of the problems in American government and the means of social control. Our plan represents a radical departure in our colleges, first because it is continuous throughout the four years, and secondly because it emphasizes orientation in the senior year, when the student is consummating, not beginning, his college work. . . . It seems to me not only reasonable but imperative that we culminate our education for citizenship in the senior year. To this end we shall concentrate the citizenship course in senior year upon the actual operation of American society today, the administration of government, the nominal and virtual control of affairs in local communities, the formation of public opinion, and the avenues for effective leadership in local and national life."

ST. LAWRENCE UNIVERSITY, FACULTY COOPERATION WITH ADMINISTRATION

In a bulletin sent out to all members of the faculty prior to the October faculty meeting, the president of the university made the following announcement:

"The President finds himself periodically in need of a conference committee without legislative power who will talk over with him suggestions and ideas preliminary to formulating them for consideration by the Board of Administration or the Faculty, as the case may be. He nominates to this committee the administrative officers, and whoever is the President of the A. A. U. P. chapter. He wishes the faculty to choose from their number any three who are known for their ability to view college problems interdepartmentally and for their interest in the liberal education as a whole. Since the whole plan is an experiment and the Conference Committee is to have the authority of free ideas rather than of legislation any member of the faculty is eligible. . . . This selection will hold through the college year, after which the plan must be re-evaluated."

A member of the chapter observes: "This serves to cement and to make more effective the voice of the faculty in the consideration of major educational developments. It is gratifying that the A. A. U. P. chapter is recognized by the inclusion of its president among the members of the Conference Committee."

COMMUNICATION

FROM THE WIFE OF A MEMBER

Your report, "The Reaction of Faculties to the Depression," appearing in the current number of the *Bulletin* of the American Association of University Professors,¹ was of great interest to me, the wife of one of your members. I must confess to a certain surprise at the apologetic tone on pp. 381-2 and pp. 384-5, in justifying a higher standard of living for the professoriate than for other groups of wage earners. In fact, the negative tone of these portions of your report has moved me to formal protest.

The crux of the question seems to me to be the function of the university in society. Leaving aside the question of the graduate school, unless we are to assume that undergraduate study should be directed solely to the end of rendering students proficient in technical skills, the professor's function is largely to awaken in students appreciation of their cultural background and of their reactions to the present world. The current undergraduate curriculum, where it has not become applied science, aims at giving students an awareness of the society in which they live. If such an end for undergraduate education be granted, the conclusion follows swiftly: How can men and women stimulate such an appreciation in students when they themselves have not the wherewithal to enjoy the culture they interpret? Mind you, I am not advocating bloated salaries—although they would be the best possible insurance which an alarmed capitalism could have against the "radical" ideas "rampant" in university circles. But a professor should not feel it necessary to apologize for needing a salary which would accommodate the books, concerts, plays, and other expressions of the culture he is presumed to possess. It is not, as you indicate, "keeping up with the Joneses." Anyone who has lived in the midst of a faculty knows that that motive exists. I do not consider it a sufficient reason to advance for security or for salaries comparable to those of medium size "in the world." There is a real reason for placing the professor in a special class—the function expected of him. Searching analyses of society in its many phases can scarcely come from persons who can experience the benefits of society at second hand, or who stand on the outside looking on like poor children looking through store windows at toys which they can never possess.

The professoriate is in a situation comparable to that of the judiciary of the lower courts, where salaries are relatively low. The municipal judge takes graft to make up a decent living. The professor takes whatever jobs he can find, "selling out," in some instances, to various

¹ October, 1936.

interests. In neither case can the necessary impartiality be maintained. In both cases, the function of the office is degraded.

In other words, it seems to me that the problem of professorial security is more than a question of conspicuous consumption, to use Veblen's phrase. It revolves about the question whether there is a place in society for cultural appreciation. If there is not, then let us admit that fact and turn our universities into the handmaidens of industry some of them bid fair to become. If there is, then let us recognize the dignity of the profession and stop apologizing.

HELEN ROBBINS BITTERMAN

CONSTITUTION

ARTICLE I—NAME AND OBJECT

1. The name of this Association shall be the American Association of University Professors.
2. Its object shall be to facilitate a more effective cooperation among teachers and investigators in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession.

ARTICLE II—MEMBERSHIP

1. There shall be four classes of members: Active, Associate, Emeritus, and Junior.
2. Active Members. Any university or college teacher or investigator who holds, and for three years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions, service in foreign institutions may also be counted toward the three-year requirement.
3. Associate members shall include those members who, ceasing to be eligible for active or junior membership, are transferred with the approval of the Council to associate membership.
4. Any active member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus Membership.
5. Junior members shall be graduate students or persons eligible for nomination as active members except in length of service. Membership for a junior member shall not extend beyond five years.
6. Associate, emeritus, and junior members shall have the right of attendance at the annual meetings of the Association without the right to vote or hold office.

ARTICLE III—OFFICERS

1. The Officers of the Association shall be a President, two Vice-Presidents, a General Secretary, and a Treasurer.
2. The term of office of the President and the Vice-Presidents shall be two years, that of the elective members of the Council three years, ten elective members retiring annually, but if in any year the terms of the President and both Vice-Presidents expire simultaneously, one of the latter may be designated by the Council to serve an additional year.

The terms of the officers shall expire at the closing session of the annual meeting, or thereafter on the election of successors.

3. The President, the Vice-Presidents, and the elective members of the Council shall be elected by a majority vote of members present and voting at the annual meeting. The General Secretary and the Treasurer shall be elected by the Council. The Council shall have power to remove the General Secretary or the Treasurer on charges or on one year's notice. The President, Vice-Presidents, and the retiring elective members of the Council shall not be eligible for immediate re-election to their respective offices. In case of a vacancy in any office, the Council shall have power to fill it until the next annual meeting and such an appointee shall be eligible for continuance by election at that time.

ARTICLE IV—ELECTION OF MEMBERS

1. There shall be a Committee on Admissions, the number and mode of appointment of which shall be determined by the Council.

2. Nominations for active and junior membership may be made to the General Secretary of the Association by any three members of the Association.

3. It shall be the duty of the General Secretary to publish every nomination in the next following issue of the *Bulletin* of the Association, and to transmit it to the Committee on Admissions.

4. All persons receiving the affirmative vote of two-thirds of the members of the Committee on Admissions shall become members of the Association upon payment of the annual dues. No nomination shall be voted on, however, within thirty days after its publication in the *Bulletin*.

5. On fulfilling the requirements of Article II, a junior member may, on recommendation of the Committee on Admissions, be transferred to active membership.

ARTICLE V—THE COUNCIL

1. The President, the Vice-Presidents, and the General Secretary, together with the three latest living ex-Presidents, shall, with thirty elective members, constitute the Council of the Association, in which the responsible management of the Association and the control of its property shall be vested. The President shall act as chairman of the Council.

2. The Council shall be responsible for carrying out the general purposes of the Association as defined in the Constitution. It shall deal with questions of financial or general policy, with the time, place, and program of the annual and of any special meetings of the Association. It shall present a written report to the Association at the annual meeting. It shall have authority to delegate specific responsibility to

an Executive Committee of not less than six members including the President and to appoint other committees to investigate and report on subjects germane to the purposes of the Association. (See By-Law 11.)

3. Meetings of the Council shall be held in connection with the annual meeting of the Association and at least at one other time during each year. The members present at any meeting duly called shall constitute a quorum. The Council may also transact business by letter ballot.

ARTICLE VI—BY-LAWS

By-Laws may be adopted at any annual meeting of the Association.

ARTICLE VII—DUES, TERMINATION OF MEMBERSHIP

1. Each active member shall pay four dollars and each associate or junior member shall pay three dollars to the Treasurer as annual dues, and no member who is in default shall be qualified to exercise any privileges of membership.

2. Emeritus members shall pay no dues.

3. Non-payment of dues by an active, associate, or junior member for two years shall terminate membership, but in such a case a member may be reinstated by the Council on payment of arrears.¹

4. For proper cause a member may be suspended, or his membership may be terminated, by a two-thirds vote of the Council at any regular or special meeting; but such member shall be notified of the proposed action, with the reasons therefore, at least four weeks in advance of the meeting and shall be given a hearing if he so requests.

ARTICLE VIII—PERIODICAL

The periodical shall be under the editorial charge of a committee appointed by the Council; copies of it shall be sent to all members.

ARTICLE IX—AMENDMENTS

1. The Constitution may be amended by a two-thirds vote of those present and voting at any annual meeting; provided that written notice of any proposed amendment shall be sent to the General Secretary by five members of the Association not later than two months before the annual meeting.

2. It shall be the duty of the General Secretary to send a copy of all amendments thus proposed to the members of the Association at least one month before the annual meeting.

¹ It has been voted by the Council that the *Bulletin* be discontinued at the end of one year and that, in case of subsequent reinstatement, payment be required for that year only.

ARTICLE X—ANNUAL MEETING

The Association shall meet annually at such time and place as the Council may select. The members of the Association in each institution may elect one or more delegates to the annual meeting. At the annual meeting questions shall ordinarily be determined by majority vote of the delegates present and voting, but on request of one-third of the delegates present a proportional vote shall be taken. When a proportional vote is taken the delegates from each institution shall be entitled to one vote and, in case of an institution with more than fifteen members of the Association, to one vote for every ten members or majority fraction thereof. The votes to which the delegates from each institution are entitled shall be equally divided among its delegates present and voting.

ARTICLE XI—CHAPTERS

Whenever the active members in a given institution number seven or more, they shall constitute a Chapter of the Association. Each Chapter shall elect annually a President, a Secretary, and a Treasurer, and such other officers as the Chapter may determine. It shall be the duty of the Secretary of the Chapter to report to the General Secretary of the Association the names of the officers of the Chapter. In case of failure of any Chapter to elect the officers above provided for, the President, General Secretary, and Treasurer of the Association shall have power to appoint, from among the members of the Association connected with the institution concerned, officers for the Chapter in question.

BY-LAWS

1. *Nomination for Office.*—After each annual meeting but not later than May 1, the President shall appoint, by and with the advice and consent of the Council, a committee of not less than three members, not officers or other members of the Council, to present nominations for the offices to be filled at the next annual meeting. Before submitting his nominations for the Nominating Committee to the Council for approval the President shall in a Council letter invite suggestions in writing from the members of the Council as to the membership of the Committee. In carrying on its work, the Committee shall seek advice from chapters or members of the Association, and shall, unless otherwise directed by the Council, hold a meeting at Association expense to complete its list of nominees.

For the purpose of securing suggestions for Council nominations, blank forms will be sent out to all members in January, to be returned to the Washington Office for tabulation and reference to the Nominating Committee, each form to be filled in with the name of an Active member connected with an institution located in that one of ten designated geographical regions formed on the basis of approximately equal Active membership, in which the member submitting the name resides. After receiving the tabulated list, the Nominating Committee, having due regard to subject matter, types of institutions, and relative number of votes cast, shall prepare a list of twenty nominees for Council membership, two for each of the ten regions, provided that, consistently with the other considerations mentioned, the selections are based upon the regional preferences indicated in the canvass and that, before the inclusion of the names on the final ballot, the consent of the nominees is secured. The ten regions are now as follows:

- Region I: Maine, N. H., Vt., Mass., R. I.; in Canada, Nova Scotia and Quebec
- Region II: Conn., New York City, N. J.; in Canada, Ontario
- Region III: Rest of N. Y., Eastern Pa. (including Wilson College on western border)
- Region IV: Md., Del., D. C., Va., Western Pa. (including Pennsylvania State College on eastern border)
- Region V: Ohio, Mich.
- Region VI: W. Va., N. C., S. C., Ky., Tenn., La., Miss., Ala., Ga., Fla., Puerto Rico
- Region VII: Ind., Ill., Wis.
- Region VIII: Mo., Iowa, Minn., N. Dak., S. Dak., Mont.; in Canada, Manitoba and Alberta
- Region IX: Ark., Texas, Okla., Kans., Nebr., Wyo., Colo., N. Mex.

Region X: Ariz., Utah, Nev., Idaho, Wash., Ore., Calif., Hawaii;
in Canada, British Columbia

Changes in this list may be made by regular By-Law amendment or by Council action.

Nominations shall be reported to the General Secretary in time for publication in that issue of the *Bulletin* which is to be mailed to members of the Association not later than one month before the annual meeting. At the annual meeting, the nominations of the committee and any other nominations proposed in writing during the opening session of the meeting by ten or more Active members of the Association shall be voted upon by ballot in accordance with the provisions of Art. III, Sec. 3, of the Constitution.

2. *Council Meetings*.—A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council and notice of such meetings shall be mailed to every member two weeks in advance.

3. *Fiscal Year*.—The fiscal year of the Association shall extend from January 1 to December 31 of each year, inclusive.

4. *Chapters*.—The Council may allow the establishment in an institution of more than one chapter if such action is deemed necessary on account of the geographical separation of different parts of the institution.

5. A chapter may invite to its meetings any person it desires who is not eligible for membership, such as administrative officers and persons who have taught less than three years, those whose work can not be classified as teaching or research, or members of the Association who are not members of the Chapter. It may establish annual dues of one dollar or less. If it seems desirable the chapter may meet with other local organizations.

6. Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of chapters should in general act in their individual capacity as members of faculties rather than in the name of the chapter.

7. *General Secretary*.—The General Secretary shall carry on the work of the Association and the Council under the general direction of the President, preparing the business for all meetings and keeping the records thereof. He shall conduct correspondence with the Council, Committees, and Chapters of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Associa-

tion and be responsible for its efficient and economical management. He shall be a member of the editorial committee of the official periodical. He may with the approval of the President delegate any of these duties to an Executive Secretary or Assistant Secretary appointed by the Council for that purpose.

8. *Treasurer.*—The Treasurer shall receive all moneys and deposit the same in the name of the Association. He shall invest any funds not needed for current disbursements, as authorized by the Council or the Executive Committee. He shall pay all bills when approved as provided in By-Law 10. He shall make a report to the Association at the annual meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act in his stead.

9. *Salaries; Sureties.*—The General Secretary, the Executive or Assistant Secretary, and the Treasurer shall be paid salaries determined by the Council and shall furnish such sureties as the Council may require.

10. *Payments.*—Bills shall be approved for payment by the General Secretary or in his absence by the President or Vice-President. Every bill of more than \$100 shall require the approval of two of these officers. Any bill not falling within the budget for the year shall require authorization by the Executive Committee.

11. *Executive Committee.*—The Executive Committee shall be appointed by the President by and with the advice and consent of the Council. Before submitting his nominations to the Council for approval the President shall give the members of the Council an opportunity to submit in writing their suggestions as to the membership of the Committee. The Executive Committee shall have immediate supervision of the financial management of the Association, employing an auditor annually and making investment of surplus funds, to be reported to the Council. It shall be responsible for approval of the Budget prepared by the General Secretary and the Treasurer and for such other matters as may be referred to it by the Council. Meetings of the Committee may be held at the call of the President as its chairman.

MEMBERSHIP OF THE ASSOCIATION

The last general list was published in the *Bulletin* for January, 1935. The following pages contain a list of institutions with the number of members in each, and the names of the chapter officers, also a list of members deceased during the year and a tabulation of membership by classes. A complete list is maintained at the Washington Office and information from it will be furnished on application.

- Adelphi College, Garden City, N. Y. Chapter Officers: Donna F. Thompson, *Pres.*; Ruth A. Damon, *Sec.* Active 11; Junior 2.
- Agnes Scott College, Decatur, Ga. Chapter Officers: H. A. Robinson, *Pres.*; Martha Stansfield, *Sec.* Active 12.
- Akron, University of, Akron, Ohio. Chapter Officers: W. A. Cook, *Pres.*; Paul Acquarone, *Sec.* Active 31; Junior 3.
- Alabama College, Montevallo, Ala. Active 2; Junior 1.
- Alabama Polytechnic Institute, Auburn, Ala. Active 4; Junior 1.
- Alabama State Teachers College, Jacksonville, Ala. Active 1; Junior 1.
- Alabama, University of, University, Ala. Chapter Officers: W. M. Hepburn, *Pres.*; Marcus Whitman, *Sec.* Active 61; Junior 9.
- Alaska, University of, College, Alaska. Active 1.
- Albany College, Albany, Ore. Active 3.
- Albany Medical College, Albany, N. Y. Active 2.
- Alberta, University of, Edmonton, Alberta. Active 1.
- Albion College, Albion, Mich. Chapter Officers: H. M. Battenhouse, *Pres.*; Vera H. Buck, *Sec.* Active 15.
- Albright College, Reading, Pa. Chapter Officers: M. W. Hamilton, *Pres.*; Graham Cook, *Sec.* Active 11; Junior 1.
- Alfred University, Alfred, N. Y. Active 12.
- Allegheny College, Meadville, Pa. Chapter Officers: L. D. McClean, *Pres.*; D. E. Thomas, *Sec.* Active 32; Junior 1.
- Alma College, Alma Mich. Active 1.
- American College for Girls, Istanbul, Turkey. Active 2.
- American University, Washington, D. C. Active 12; Junior 1.
- American University of Beirut, Beirut, Syria. Active 1.
- Amherst College, Amherst, Mass. Chapter Officer: G. B. Funnell, *Sec.* Active 18.
- Antioch College, Yellow Springs, Ohio. Active 13.
- Arizona State Teachers College, Flagstaff, Ariz. Active 1.
- Arizona State Teachers College, Tempe, Ariz. Active 1.
- Arizona, University of, Tucson, Ariz. Chapter Officers: D. L. Patrick, *Pres.*; A. B. Mewborn, *Sec.* Active 53; Junior 1.
- Arkansas State Teachers College, Conway, Ark. Chapter Officer: Mattie Sanders, *Pres.* Active 14.
- Arkansas, University of, Fayetteville, Ark. Chapter Officers: D. G. Carter, *Pres.*; H. M. Hosford, *Sec.* Active 58; Junior 4.
- Armour Institute of Technology, Chicago, Ill. Active 1.
- Ashland College, Ashland, Ohio. Chapter Officers: M. P. Puterbaugh, *Pres.*; R. R. Ullman, *Sec.* Active 8; Junior 1.
- Atlanta University, Atlanta, Ga. Active 2.
- Augustana College and Theological Seminary, Rock Island, Ill. Chapter Officers: A. R. Wallin, *Pres.*; Margaret Olmsted, *Sec.* Active 10.
- Baker University, Baldwin, Kans. Active 7.
- Baldwin-Wallace College, Berea, Ohio. Chapter Officers: P. E. Bauer, *Pres.*; Lucille Mercer, *Sec.* Active 23; Junior 1.
- Ball State Teachers College, Muncie, Ind. Active 19.
- Bard College, Annandale-on-Hudson, N. Y. Chapter Officer: I. F. Davidson, *Pres.*, Active 8; Junior 3.
- Bates College, Lewiston, Me. Active 1; Junior 1.
- Battle Creek College, Battle Creek, Mich. Active 1; Junior 1.
- Baylor University, Waco, Tex. Chapter Officers: F. E. Burkhalter, *Pres.*; E. G. Lewis, *Sec.* Active 27; Junior 10.

- Beloit College, Beloit, Wis. Active 3; Junior 1.
- Berea College, Berea, Ky. Chapter Officers: E. T. Parks, *Pres.*; Charlotte P. Ludlum, *Sec.* Active 24; Junior 1.
- Bethany College, Lindsborg, Kans. Active 2; Junior 1.
- Bethany College, Bethany, W. Va. Chapter Officer: F. R. Gay, *Pres.* Active 7.
- Birmingham-Southern College, Birmingham, Ala. Active 2; Junior 1.
- Blue Mountain College, Blue Mountain, Miss. Active 4.
- Boston College, Chestnut Hill, Mass. Junior 1.
- Boston University, Boston, Mass. Chapter Officers: J. B. Davis, *Pres.*; G. B. Franklin, *Sec.* Active 67; Junior 11.
- Bowdoin College, Brunswick, Me. Active 8.
- Bowling Green State University, Bowling Green, Ohio. Chapter Officers: D. J. Crowley, *Pres.*; Caroline Nielson, *Sec.* Active 43; Junior 2.
- Bradley Polytechnic Institute, Peoria, Ill. Chapter Officers: B. M. Hollowell, *Pres.*; A. F. Siepert, *Sec.* Active 8.
- Brigham Young University, Provo, Utah. Active 3.
- British Columbia, University of, Vancouver, British Columbia. Active 3; Junior 1.
- Brooklyn College, Brooklyn, N. Y. Chapter Officers: Luise Haessler, *Pres.*; P. M. Kretschmann, *Sec.* Active 90; Junior 5.
- Brooklyn, Polytechnic Institute of, Brooklyn, N. Y. Chapter Officers: G. B. L. Smith, *Pres.*, P. B. Fraim, *Sec.* Active 23; Junior 1.
- Brothers College, Madison, N. J. Chapter Officers: E. A. Aldrich, *Pres.*; M. C. Harrington, *Sec.* Active 11; Junior 2.
- Brown University, Providence, R. I. Chapter Officers: C. R. Adams, *Pres.*; R. H. Williams, *Sec.* Active 52; Junior 2.
- Bryn Mawr College, Bryn Mawr, Pa. Chapter Officer: J. E. Gillet, *Pres.* Active 38.
- Bucknell University, Lewisburg, Pa. Chapter Officers: R. E. Page, *Pres.*; T. E. Newland, *Sec.* Active 26; Junior 3.
- Wilkes-Barre, Pa. Chapter Officers: Wilfred H. Crook, *Pres.*; W. I. Miller, *Sec.* Active 9; Junior 1.
- Buffalo, University of, Buffalo, N. Y. Chapter Officers: E. D. McGarry, *Pres.*; J. T. Horton, *Sec.* Active 67; Junior 2.
- Butler University, Indianapolis, Ind. Chapter Officers: J. H. Peeling, *Pres.*; M. G. Bridenstine, *Sec.* Active 44.
- California Institute of Technology, Pasadena, Calif. Chapter Officers: E. T. Bell, *Pres.*; H. N. Gilbert, *Sec.* Active 54; Junior 5.
- California, University of, Berkeley, Calif. Chapter Officers: J. S. Burd, *Pres.*; G. R. Potter, *Sec.* Active 147; Junior 8.
- California at Los Angeles, University of, Los Angeles, Calif. Chapter Officers: E. R. Hedrick, *Pres.*; A. H. Warner, *Sec.* Active 127; Junior 8.
- Capital University, Columbus, Ohio. Chapter Officers: W. O. Doescher, *Pres.*; L. J. Schaaf, *Sec.* Active 8.
- Carleton College, Northfield, Minn. Chapter Officer: P. R. Fossum, *Pres.* Active 11.
- Carnegie Institute of Technology, Pittsburgh, Pa. Chapter Officers: S. B. Ross, *Pres.*; G. B. Thorp, *Sec.* Active 63; Junior 1.
- Carroll College, Helena, Mont. Active 1.
- Carroll College, Waukesha, Wis. Active 6.
- Carson-Newman College, Jefferson City, Tenn. Active 2.
- Carthage College, Carthage, Ill. Active 1.
- Case School of Applied Science, Cleveland, Ohio. Chapter Officers: F. T. Carlton, *Pres.*; E. A. Arnold, *Sec.* Active 16; Junior 2.
- Catawba College, Salisbury, N. C. Active 5; Junior 1.
- Catholic University of America, Washington, D. C. Chapter Officers: Oliver Grosz, *Pres.*; A. R. Barwick, *Sec.* Active 14; Junior 2.
- Central College, Fayette, Mo. Chapter Officer: W. D. Baskett, *Sec.* Active 7.
- Central Y. M. C. A. College, Chicago, Ill. Active 9.
- Centre College of Kentucky, Danville, Ky. Chapter Officer: Curtis Bottom, *Sec.* Active 8, Junior 1.
- Charleston, College of, Charleston, S. C. Chapter Officers: Jose Gallardo, Jr., *Pres.*; A. L. Geisenheimer, *Sec.* Active 8.
- Chattanooga, University of, Chattanooga, Tenn. Chapter Officers: D. W. Cornelius, *Pres.*; F. W. Prescott, *Sec.* Active 13.
- Chicago, University of, Chicago, Ill. Chapter Officers: H. D. Gideonse, *Pres.*; W. F. Edgerton, *Sec.* Active 178; Junior 2.

- Cincinnati, University of, Cincinnati, Ohio. Chapter Officers: W. P. Calhoun, *Pres.*; J. R. Blough, *Sec.* Active 101; Junior 3.
- Citadel, The, Charleston, S. C. Active 1.
- City College, The, New York, N. Y. Chapter Officers: A. D. Compton, *Pres.*; G. E. Nelson, *Sec.* Active 127; Junior 7.
- Claremont Colleges, Claremont, Calif. Active 1.
- Clark University, Worcester, Mass. Active 13; Junior 3.
- Clarkson School of Technology, Potsdam, N. Y. Active 4.
- Clemson Agricultural College of South Carolina, Clemson, S. C. Active 1.
- Coe College, Cedar Rapids, Iowa. Active 4.
- Colby College, Waterville, Me. Active 8.
- Colgate University, Hamilton, N. Y. Chapter Officers: N. E. Himes, *Pres.*; G. S. DeLand, *Sec.* Active 54; Junior 17.
- Colorado College, Colorado Springs, Colo. Active 7; Junior 1.
- Colorado School of Mines, Golden, Colo. Active 7.
- Colorado State College, Fort Collins, Colo. Chapter Officers: C. G. H. Johnson, *Pres.*; W. E. Pyke, *Sec.* Active 21.
- Colorado State College of Education, Greeley, Colo. Active 1.
- Colorado, Western State College of, Gunnison, Colo. Chapter Officers: C. T. Hurst, *Pres.*; C. A. Helmecke, *Sec.* Active 7.
- Colorado, University of, Boulder, Colo. Chapter Officers: E. D. Crabb, *Pres.*; C. F. Poe, *Sec.* Active 63; Junior 3.
- Columbia University, New York, N. Y. Chapter Officers: M. T. Bogert, *Pres.*; G. W. Hibbitt, *Sec.* Active 161; Junior 12.
- Connecticut College, New London, Conn. Chapter Officer: Pauline H. Dederer, *Sec.* Active 22; Junior 3.
- Connecticut State College, Storrs, Conn. Chapter Officers: G. S. Torrey, *Pres.*; Winthrop Tilley, *Sec.* Active 28; Junior 4.
- Converse College, Spartanburg, S. C. Chapter Officer: J. W. Patton, *Sec.* Active 9.
- Cornell College, Mount Vernon, Iowa. Chapter Officers: R. A. Nelson, *Pres.*; C. F. Littell, *Sec.* Active 17; Junior 3.
- Cornell University, Ithaca, N. Y. Chapter Officers: G. W. Cunningham, *Pres.*; O. F. Curtis, *Sec.* Active 122; Junior 8.
- Creighton University, Omaha, Nebr. Chapter Officers: P. R. Nielson, *Pres.*; L. R. Kennedy, *Sec.* Active 18; Junior 2.
- Culver-Stockton College, Canton, Mo. Chapter Officers: H. B. Robison, *Pres.*; J. W. Heaton, *Sec.* Active 6; Junior 5.
- Dakota Wesleyan University, Mitchell, S. D. Active 10; Junior 3.
- Dalhousie University, Halifax, Nova Scotia. Active 7.
- Dartmouth College, Hanover, N. H. Chapter Officers: W. K. Stewart, *Pres.*; H. L. Elsbree, *Sec.* Active 99; Junior 3.
- Davidson College, Davidson, N. C. Chapter Officers: H. T. Lilly, *Pres.*; G. R. Vowles, *Sec.* Active 7.
- Dayton, University of, Dayton, Ohio. Active 1.
- Delaware, University of, Newark, Del. Chapter Officers: N. B. Allen, *Pres.*; Amy Rextrew, *Sec.* Active 54; Junior 14.
- Delta State Teachers College, Cleveland, Miss. Active 4.
- Denison University, Granville, Ohio. Chapter Officers: L. R. Dean, *Pres.*; Charlotte Rice, *Sec.* Active 24.
- Denver, University of, Denver, Colo. Chapter Officers: L. J. Davidson, *Pres.*; Ruth F. Holzman, *Sec.* Active 14.
- De Paul University, Chicago, Ill. Active 9.
- De Pauw University, Greencastle, Ind. Chapter Officers: A. W. Crandall, *Pres.*; H. T. Ross, *Sec.* Active 47.
- Detroit, University of, Detroit, Mich. Chapter Officers: D. R. Janisse, *Pres.*; L. E. Buss, *Sec.* Active 11.
- Dickinson College, Carlisle, Pa. Active 2.
- Drake University, Des Moines, Iowa. Chapter Officers: I. F. Neff, *Pres.*; J. H. Blackhurst, *Sec.* Active 23; Junior 3.
- Drexel Institute of Technology, Philadelphia, Pa. Active 5; Junior 1.
- Drury College, Springfield, Mo. Active 8.
- Duke University, Durham, N. C. Chapter Officers: A. M. Proctor, *Pres.*; Marie U. White, *Sec.* Active 109; Junior 8.

Duquesne University, Pittsburgh, Pa. Chapter Officers: G. B. Strong, *Pres.*; J. V. McCullough, *Sec.* Active 15; Junior 6.

Earlham College, Richmond, Ind. Active 2; Junior 2.

Elmhurst College, Elmhurst, Ill. Junior 1.

Elmira College, Elmira, N. Y. Active 7; Junior 1.

Emory University, Emory University, Ga. Chapter Officers: W. B. Baker, *Pres.*; J. A. Strausbaugh, *Sec.* Active 25; Junior 7.

Emporia, College of, Emporia, Kans. Active 1.

Erskine College, Due West, S. C. Active 1.

Eureka College, Eureka, Ill. Active 3.

Evansville College, Evansville, Ind. Active 2.

Fairmont State Teachers College, Fairmont, W. Va. Chapter Officer: E. L. Lively, *Pres.* Active 11; Junior 3.

Findlay College, Findlay, Ohio. Chapter Officers: Y. K. Roots, *Pres.*; W. A. Bair, *Sec.* Active 7.

Fisk University, Nashville, Tenn. Active 3; Junior 1.

Florida State College for Women, Tallahassee, Fla. Chapter Officers: E. L. Vance, *Pres.*; E. M. Burlingame, *Sec.* Active 36; Junior 2.

Florida, University of, Gainesville, Fla. Chapter Officers: C. F. Byers, *Pres.*; M. J. Dauer, *Sec.* Active 59; Junior 28.

Fordham University, New York, N. Y. Chapter Officers: J. A. Taaffe, *Pres.*; F. A. Schaefer, *Sec.* Active 25; Junior 4. Graduate School. Chapter Officers: Ernest Chenel, *Pres.*; J. E. Tobin, *Sec.* Active 12; Junior 1.

Franklin College of Indiana, Franklin, Ind. Active 8; Junior 2.

Franklin and Marshall College, Lancaster, Pa. Chapter Officers: P. L. Whitely, *Pres.*; Barrows Dunham, *Sec.* Active 20.

Fresno State College, Fresno, Calif. Chapter Officers: F. R. Morris, *Pres.*; L. F. Hadsall, *Sec.* Active 16.

Furman University, Greenville, S. C. Active 2.

Geneva College, Beaver Falls, Pa. Active 5.

George Peabody College for Teachers, Nashville, Tenn. Chapter Officers: M. J. Demiashevich, *Pres.*; J. R. Robinson, *Sec.* Active 10; Junior 1.

George Washington University, Washington, D. C. Chapter Officers: G. N. Henning, *Pres.*; J. B. Whitelaw, *Sec.* Active 58; Junior 6.

Georgetown University, Washington, D. C. Chapter Officers: W. H. E. Jaeger, *Pres.*; R. P. Herwick, *Sec.* Active 22; Junior 3.

Georgia School of Technology, Atlanta, Ga. Chapter Officers: L. W. Chapin, *Pres.*; C. W. Hook, *Sec.* Active 33; Junior 2.

Georgia State College for Women, Milledgeville, Ga. Chapter Officers: W. C. Salley, *Pres.*; W. T. Wynn, *Sec.* Active 19; Junior 6.

Georgia State Teachers College (South), Statesboro, Ga. Active 1.

Georgia State Womens College, Valdosta, Ga. Chapter Officers: H. H. Punke, *Pres.*; H. S. Treanor, *Sec.* Active 11.

Georgia, University of, Athens, Ga. Chapter Officers: J. W. Jenkins, *Pres.*; J. W. Nuttycombe, *Sec.* Active 34; Junior 1.

Gettysburg College, Gettysburg, Pa. Chapter Officers: T. L. Cline, *Pres.*; C. A. Sloat, *Sec.* Active 25.

Good Counsel College, White Plains, N. Y. Active 1.

Goucher College, Baltimore, Md. Chapter Officers: Annette B. Hopkins, *Pres.*; C. I. Winslow, *Sec.* Active 51; Junior 2.

Greensboro College, Greensboro, N. C. Active 4; Junior 1.

Grinnell College, Grinnell, Iowa. Chapter Officers: L. C. Douglass, *Pres.*; Amy E. Blagg, *Sec.* Active 25; Junior 1.

Grove City College, Grove City, Pa. Active 3.

Guilford College, Guilford College, N. C. Active 2.

Hamilton College, Clinton, N. Y. Chapter Officers: W. H. C. Laves, *Pres.*; J. Q. Dealey, Jr., *Sec.* Active 17; Junior 1.

Hamline University, St. Paul, Minn. Chapter Officers: C. S. Templer, *Pres.*; Erma Miller, *Sec.* Active 22.

Hampton Institute, Hampton, Va. Active 5.

Hanover College, Hanover, Ind. Active 3; Junior 1.

- Harris Teachers College, St. Louis, Mo. Chapter Officers: C. H. Philpott, *Pres.*; J. D. Whitney, *Sec.* Active 11.
- Harvard University, Cambridge, Mass. Chapter Officers: A. N. Holcombe, *Pres.*; C. C. Brinton, *Sec.* Active 125; Junior 11.
- Hastings College, Hastings, Nebr. Active 3.
- Haverford College, Haverford, Pa. Chapter Officer: E. D. Snyder, *Pres.* Active 20.
- Hawaii, University of, Honolulu, Hawaii. Active 11; Junior 2.
- Heidelberg College, Tiffin, Ohio. Chapter Officers: K. B. Barnes, *Pres.*; I. T. Wilson, *Sec.* Active 14.
- Henderson State Teachers College, Arkadelphia, Ark. Chapter Officers: E. G. Saverio, *Pres.*; K. M. Scott, *Sec.* Active 16; Junior 3.
- Hendrix College, Conway, Ark. Active 1; Junior 1.
- Hillsdale College, Hillsdale, Mich. Chapter Officers: H. M. Davidson, *Pres.*; J. K. Osborn, *Sec.* Active 7; Junior 2.
- Hiram College, Hiram, Ohio. Chapter Officers: J. S. Kenyon, *Pres.*; L. E. Cannon, *Sec.* Active 8.
- Hobart College, Geneva, N. Y. Chapter Officers: F. P. Boswell, *Pres.*; R. W. Torrens, *Sec.* Active 24; Junior 8.
- Hollins College, Hollins, Va. Chapter Officer: E. M. Smith, *Pres.* Active 10; Junior 3.
- Hood College, Frederick, Md. Chapter Officers: Olive I. Reddick, *Pres.*; Grace E. Lippy, *Sec.* Active 26; Junior 4.
- Hope College, Holland, Mich. Active 2.
- Houghton College, Houghton, N. Y. Active 1.
- Howard College, Birmingham, Ala. Active 4.
- Howard University, Washington, D. C. Chapter Officers: C. H. Thompson, *Pres.*; Helen W. Burrell, *Sec.* Active 46; Junior 2.
- Hunter College of the City of New York, New York, N. Y. Chapter Officers: Anna Jacobson, *Pres.*; Mary A. Wyman, *Sec.* Active 96.
- Huntingdon College, Montgomery, Ala. Active 1.
- Idaho State Normal School, Lewiston, Idaho. Active 6; Junior 2.
- Idaho, University of, Moscow, Idaho. Chapter Officer: G. M. Miller, *Pres.* Active 14; Junior 3.
- Illinois State Normal University, Normal, Ill. Chapter Officers: E. L. Cole, *Pres.*; Esther Richard, *Sec.* Active 37; Junior 8.
- Illinois State Normal University (Southern), Carbondale, Ill. Chapter Officers: W. G. Swartz, *Pres.*; Esther M. Power, *Sec.* Active 37; Junior 2.
- Illinois State Teachers College (Eastern), Charleston, Ill. Active 7.
- Illinois State Teachers College (Northern), DeKalb, Ill. Active 6.
- Illinois State Teachers College (Western), Macomb, Ill. Active 2.
- Illinois, University of, Urbana, Ill. Chapter Officers: C. R. Griffith, *Pres.*; C. M. Kneier, *Sec.* Active 86; Junior 1.
- Illinois Wesleyan University, Bloomington, Ill. Chapter Officers: J. E. Thomas, *Pres.*; F. S. Mortimer, *Sec.* Active 13; Junior 1.
- Indiana State Teachers College, Terre Haute, Ind. Chapter Officers: Elizabeth Crawford, *Pres.*; Shepherd Young, *Sec.* Active 44; Junior 3.
- Indiana University, Bloomington, Ind. Chapter Officers: M. C. Mills, *Pres.*; J. E. Switzer, *Sec.* Active 94; Junior 7.
- Institute for Advanced Study, Princeton, N. J. Active 5.
- International Y. M. C. A. College, Springfield, Mass. Active 1.
- Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa. Chapter Officers: R. B. Wakeley, *Pres.*; Helen Crawford, *Sec.* Active 77; Junior 9.
- Iowa State Teachers College, Cedar Falls, Iowa. Chapter Officers: G. C. Robinson, *Pres.*; M. R. Beard, *Sec.* Active 20; Junior 1.
- Iowa, State University of, Iowa City, Iowa. Chapter Officers: F. H. Potter, *Pres.*; C. E. Cousins, *Sec.* Active 118; Junior 4.
- Iowa Wesleyan College, Mt. Pleasant, Iowa. Active 1.
- James Millikin University, Decatur, Ill. Active 7; Junior 1.
- John B. Stetson University, DeLand, Fla. Active 3.
- John Carroll University, Cleveland, Ohio. Active 6; Junior 4.
- Johns Hopkins University, Baltimore, Md. Chapter Officers: W. W. Cort, *Pres.*; E. E. Franklin, *Sec.* Active 67; Junior 3.
- Judson College, Marion, Ala. Active 1.
- Juniata College, Huntingdon, Pa. Active 3.

- Kalamazoo College, Kalamazoo, Mich. Junior 1.
- Kansas State College of Agriculture and Applied Science, Manhattan, Kans. Chapter Officers: R. W. Conover, *Pres.*; H. B. Summers, *Sec.* Active 27; Junior 3.
- Kansas State College, Fort Hays, Hays, Kans. Active 7.
- Kansas State Teachers College of Emporia, Emporia, Kans. Chapter Officers: Claude Arnett, *Pres.*; W. L. Holtz, *Sec.* Active 34; Junior 2.
- Kansas State Teachers College, Pittsburg, Kans. Chapter Officers: W. H. Matthews, *Pres.*; Mary E. Cochran, *Sec.* Active 30.
- Kansas, University of, Lawrence, Kans. Chapter Officers: C. F. Nelson, *Pres.*; C. J. Posey, *Sec.* Active 65; Junior 2.
- Kent State University, Kent, Ohio. Chapter Officers: K. R. Pringle, *Pres.*; C. L. Cook, *Sec.* Active 30.
- Kentucky, University of, Lexington, Ky. Chapter Officers: E. Z. Palmer, *Pres.*; O. T. Koppius, *Sec.* Active 62; Junior 6.
- Kenyon College, Gambier, Ohio. Chapter Officers: R. D. B. Cahall, *Pres.*; J. W. Blum, *Sec.* Active 12; Junior 1.
- Keuka College, Keuka Park, N. Y. Active 9.
- Kings College, Halifax, Nova Scotia. Active 1.
- Knox College, Galesburg, Ill. Active 9.
- Lafayette College, Easton, Pa. Chapter Officers: J. H. Wilson, *Pres.*; Morland King, *Sec.* Active 56; Junior 5.
- Lake Erie College, Painesville, Ohio. Chapter Officer: P. R. Anderson, *Pres.* Active 8; Junior 3.
- Lake Forest College, Lake Forest, Ill. Chapter Officer: R. B. Williams, *Sec.* Active 13.
- LaSalle College, Philadelphia, Pa. Active 1.
- Lawrence College, Appleton, Wis. Chapter Officers: Dorothy Waples, *Pres.*; W. A. McConagha, *Sec.* Active 31; Junior 4.
- Lebanon Valley College, Annville, Pa. Active 2.
- Lehigh University, Bethlehem, Pa. Chapter Officers: G. E. Doan, *Pres.*; J. L. Graham, *Sec.* Active 38; Junior 2.
- Lenoir-Rhyne College, Hickory, N. C. Active 1; Junior 1.
- Limestone College, Gaffney, S. C. Active 1; Junior 1.
- Lincoln University, Jefferson City, Mo. Chapter Officers: A. A. Kildare, *Pres.*; Ucciel Maxwell, *Sec.* Active 15; Junior 5.
- Lincoln University, Lincoln University, Pa. Active 1.
- Lindenwood College, St. Charles, Mo. Active 7; Junior 1.
- Linfield College, McMinnville, Ore. Active 1.
- Loretto Heights College, Loretto Heights, Colo. Active 1.
- Louisiana Institute, Southwestern, Lafayette, La. Chapter Officer: Hollis M. Long, *Pres.* Active 11.
- Louisiana Polytechnic Institute, Ruston, La. Active 1.
- Louisiana State Normal College, Natchitoches, La. Chapter Officers: A. C. Maddox, *Pres.*; Sarah L. C. Clapp, *Sec.* Active 16.
- Louisiana State University, Baton Rouge, La. Chapter Officers: R. W. Bradbury, *Pres.*; R. C. Keen, *Sec.* Active 108; Junior 21.
- Louisville, University of, Louisville, Ky. Chapter Officers: E. C. Hassold, *Pres.*; Jean M. Roberts, *Sec.* Active 35; Junior 9.
- Loyola University, Chicago, Ill. Active 12; Junior 1.
- Luther College, Decorah, Iowa. Active 1.
- Lynchburg College, Lynchburg, Va. Active 3.
- McGill University, Montreal, Quebec. Active 7.
- McKendree College, Lebanon, Ill. Active 3; Junior 1.
- MacMurray College for Women, Jacksonville, Ill. Active 6; Junior 2.
- Macalester College, St. Paul, Minn. Chapter Officers: W. A. Cornell, *Pres.*; Georgiana P. Palmer, *Sec.* Active 7.
- Maine, University of, Orono, Me. Chapter Officer: J. H. Waring, *Pres.* Active 22; Junior 3.
- Manitoba, University of, Winnipeg, Manitoba. Active 1.
- Marietta College, Marietta, Ohio. Active 3.
- Marquette University, Milwaukee, Wis. Active 7.
- Marshall College, Huntington, W. Va. Chapter Officer: W. H. Franklin, *Sec.* Active 8.
- Mary Baldwin College, Staunton, Va. Active 10.
- Mary Hardin-Baylor College, Belton, Tex. Active 3.
- Mary Manse College, Toledo, Ohio. Active 1.

- Marygrove College, Detroit, Mich. Active 1.
- Maryland College, Western, Westminster, Md. Active 5; Junior 1.
- Maryland State Teachers College, Towson, Md. Active 2.
- Maryland, University of, College Park, Md. Chapter Officers: S. H. DeVault, *Pres.*; S. M. Wedenberg, *Sec.* Active 80; Junior 19.
- Maryville College, Maryville, Tenn. Active 5.
- Massachusetts Institute of Technology, Cambridge, Mass. Chapter Officers: M. S. Sherrill, *Pres.*; N. A. Milas, *Sec.* Active 61; Junior 1.
- Massachusetts State College, Amherst, Mass. Active 8; Junior 1.
- Mercer University, Macon, Ga. Active 2; Junior 2.
- Meredith College, Raleigh, N. C. Active 1.
- Miami University, Oxford, Ohio. Chapter Officers: W. S. Thompson, *Pres.*; F. B. Joyner, *Sec.* Active 53; Junior 3.
- Michigan State College of Agriculture and Applied Science, East Lansing, Mich. Chapter Officers: L. C. Plant, *Pres.*; James Swain, *Sec.* Active 46; Junior 3.
- Michigan State Normal College, Ypsilanti, Mich. Chapter Officers: F. E. Lord, *Pres.*; Esther Balley, *Sec.* Active 26; Junior 1.
- Michigan State Teachers College (Central), Mt. Pleasant, Mich. Junior 1.
- Michigan State Teachers College (Northern), Marquette, Mich. Active 1.
- Michigan State Teachers College (Western), Kalamazoo, Mich. Active 1.
- Michigan, University of, Ann Arbor, Mich. Chapter Officers: A. H. White, *Pres.*; A. Van Duren, Jr., *Sec.* Active 133; Junior 6.
- Middlebury College, Middlebury, Vt. Active 7.
- Mills College, Oakland, Calif. Chapter Officers: F. H. Herrick, *Pres.*; Vernetta L. Gibbons, *Sec.* Active 14.
- Millsaps College, Jackson, Miss. Active 1.
- Milwaukee-Downer College, Milwaukee, Wis. Active 5.
- Miner Teachers College, Washington, D. C. Active 1.
- Minnesota State Teachers College, Mankato, Minn. Active 1.
- Minnesota, University of, Minneapolis, Minn. Chapter Officers: W. H. Cherry, *Pres.*; R. V. Cram, *Sec.* Active 129; Junior 3.
- Mississippi State College, State College, Miss. Active 1.
- Mississippi State College for Women, Columbus, Miss. Active 8.
- Mississippi Woman's College, Hattiesburg, Miss. Active 1.
- Mississippi, University of, University, Miss. Chapter Officer: A. L. Bondurant, *Pres.* Active 14.
- Missouri State Teachers College (Central), Warrensburg, Mo. Active 11; Junior 1.
- Missouri State Teachers College (Northeast), Kirksville, Mo. Active 2.
- Missouri State Teachers College (Northwest), Maryville, Mo. Chapter Officers: W. T. Garrett, *Pres.*; Anna M. Painter, *Sec.* Active 26; Junior 3.
- Missouri State Teachers College (Southeast), Cape Girardeau, Mo. Chapter Officers: H. R. Bolen, *Pres.*; L. H. Strunk, *Sec.* Active 10; Junior 1.
- Missouri State Teachers College (Southwest), Springfield, Mo. Active 5.
- Missouri, University of, Columbia, Mo. Chapter Officers: M. P. Weinbach, *Pres.*; Helmut Rehder, *Sec.* Active 102; Junior 2.
- Missouri Valley College, Marshall, Mo. Active 2.
- Monmouth College, Monmouth, Ill. Chapter Officers: T. H. Hamilton, *Pres.*; D. B. McMullen, *Sec.* Active 10; Junior 1.
- Montana State College, Bozeman, Mont. Chapter Officers: O. E. Sheppard, *Pres.*; A. J. M. Johnson, *Sec.* Active 18; Junior 1.
- Montana, State University of, Missoula, Mont. Chapter Officer: E. H. Henrickson, *Sec.* Active 31; Junior 4.
- Moorhead State Teachers College, Moorhead, Minn. Chapter Officers: B. D. Murray, *Pres.*; Ella A. Hawkinson, *Sec.* Active 14; Junior 1.
- Moravian College and Theological Seminary, Bethlehem, Pa. Active 1.
- Morehead State Teachers College, Morehead, Ky. Chapter Officers: L. A. Fair, *Pres.*; Ernestine Troemel, *Sec.* Active 21; Junior 6.
- Morningside College, Sioux City, Iowa. Chapter Officers: T. C. Stephens, *Pres.*; E. E. Emme, *Sec.* Active 12.
- Mount Holyoke College, South Hadley, Mass. Chapter Officers: Alice H. Farnsworth, *Pres.*; Marie Litzinger, *Sec.* Active 60; Junior 6.
- Mount St. Mary's College, Emmitsburg, Md. Junior 1.
- Mount Union College, Alliance, Ohio. Chapter Officers: O. H. Engle, *Pres.*; Arthur Engelbert, *Sec.* Active 18; Junior 5.
- Muhlenberg College, Allentown, Pa. Chapter Officer: J. S. Jackson, *Pres.* Active 21.

- Murray State Teachers College, Murray, Ky. Active 2; Junior 1.
 Muskingum College, New Concord, Ohio. Chapter Officers: C. R. Layton, *Pres.*; P. E. Clark, *Sec.* Active 11.
- Nebraska State Teachers College, Kearney, Nebr. Chapter Officers: H. G. Stout, *Pres.*; Carrie E. Ludden, *Sec.* Active 11; Junior 2.
 Nebraska State Teachers College, Peru, Nebr. Chapter Officers: W. T. Miller, *Pres.*; Selma S. Konig, *Sec.* Active 17.
 Nebraska State Teachers College, Wayne, Nebr. Active 8; Junior 1.
 Nebraska, University of, Lincoln, Nebr. Chapter Officers: P. K. Slaymaker, *Pres.*; D. A. Worcester, *Sec.* Active 120; Junior 2.
 Nebraska Wesleyan University, University Place, Nebr. Chapter Officers: G. B. Dolson, *Pres.*; Ethel Booth, *Sec.* Active 15.
 Nevada, University of, Reno, Nev. Chapter Officers: S. A. Lough, *Pres.*; V. P. Gianella, *Sec.* Active 21.
 New Hampshire, University of, Durham, N. H. Chapter Officers: G. F. Potter, *Pres.*; J. A. Funkhouser, *Sec.* Active 47; Junior 4.
 New Jersey State Normal School, Newark, N. J. Active 1.
 New Jersey State Teachers College, Upper Montclair, N. J. Active 1.
 New Mexico College of Agriculture and Mechanic Arts, State College, N. Mex. Chapter Officers: W. H. Edwards, *Pres.*; W. E. Beem, *Sec.* Active 13; Junior 9.
 New Mexico Normal University, Las Vegas, N. Mex. Active 1; Junior 1.
 New Mexico, University of, Albuquerque, N. Mex. Chapter Officers: E. J. Workman, *Pres.*; J. W. Diefendorf, *Sec.* Active 33; Junior 3.
 New Rochelle, College of, New Rochelle, N. Y. Active 5; Junior 1.
 New York State College for Teachers, Albany, N. Y. Chapter Officer: W. C. Decker, *Pres.* Active 23; Junior 2.
 New York State Normal School, Oneonta, N. Y. Active 1.
 New York University, New York, N. Y. Chapter Officers: E. B. Burgum, *Pres.*; G. B. Vetter, *Sec.* Active 158; Junior 10.
 Newark College of Engineering, Newark, N. J. Active 8.
 North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Chapter Officers: T. B. Mitchell, *Pres.*; W. P. Kellam, *Sec.* Active 30; Junior 3.
 North Carolina Teachers College (East), Greenville, N. C. Active 1.
 North Carolina, University of, Chapel Hill, N. C. Chapter Officers: J. B. Bullitt, *Pres.*; R. W. Linker, *Sec.* Active 35; Junior 3.
 North Carolina, The Woman's College of, Greensboro, N. C. Junior 1.
 North Dakota Agricultural College, Fargo, N. Dak. Chapter Officers: Leon Metzinger, *Pres.*; Delaphine G. Rosa, *Sec.* Active 11; Junior 2.
 North Dakota State Teachers College, Minot, N. Dak. Active 1; Junior 2.
 North Dakota State Teachers College, Valley City, N. Dak. Active 1.
 North Dakota, University of, Grand Forks, N. Dak. Chapter Officers: Alfred Boyd, *Pres.*; W. O. Ross, *Sec.* Active 38; Junior 2.
 Northwestern University, Evanston, Ill. Chapter Officers: D. T. Howard, *Pres.*; J. M. Hughes, *Sec.* Active 185; Junior 18.
 Norwich University, Northfield, Vt. Active 10.
 Notre Dame College, South Euclid, Ohio. Active 1.
 Notre Dame, University of, Notre Dame, Ind. Active 2.
- Oberlin College, Oberlin, Ohio. Chapter Officers: R. A. Jelliffe, *Pres.*; J. H. Nichols, *Sec.* Active 35; Junior 1.
 Occidental College, Los Angeles, Calif. Chapter Officers: C. F. Lindsley, *Pres.*; A. G. Coons, *Sec.* Active 11; Junior 2.
 Ohio State University, Columbus, Ohio. Chapter Officers: F. N. Maxfield, *Pres.*; H. R. Walley, *Sec.* Active 177; Junior 10.
 Ohio University, Athens, Ohio. Chapter Officers: V. D. Hill, *Pres.*; J. H. Caskey, *Sec.* Active 85; Junior 11.
 Ohio Wesleyan University, Delaware, Ohio. Chapter Officers: E. L. Rice, *Pres.*; R. C. Hunter, *Sec.* Active 14; Junior 2.
 Oklahoma Agricultural and Mechanical College, Stillwater, Okla. Chapter Officers: H. McC. Trimble, *Pres.*; Mary B. Carter, *Sec.* Active 60; Junior 1.
 Oklahoma College for Women, Chickasha, Okla. Chapter Officers: Anna Lewis, *Pres.*; Mary R. Bell, *Sec.* Active 7.

- Oklahoma State Teachers College (Northwestern), Alva, Okla. Chapter Officers: W. L. Halstead, *Pres.*; Alma Rodgers, *Sec.* Active 12; Junior 2.
- Oklahoma State Teachers College (Southeastern), Durant, Okla. Junior 1.
- Oklahoma, University of, Norman, Okla. Chapter Officers: F. L. Ryan, *Pres.*; C. O. Newlun, *Sec.* Active 85; Junior 5.
- Oregon Normal School, Monmouth, Ore. Chapter Officers: Helen C. Anderson, *Pres.*; A. C. Stanbrough, *Sec.* Active 8.
- Oregon Normal School (Southern), Ashland, Ore. Active 2.
- Oregon State Agricultural College, Corvallis, Ore. Chapter Officers: H. R. Laslett, *Pres.*; Melissa Martin, *Sec.* Active 42.
- Oregon, University of, Eugene, Ore. Chapter Officers: S. S. Smith, *Pres.*; J. T. Ganoe, *Sec.* Active 91; Junior 6.
- Ottawa University, Ottawa, Kans. Junior 1.
- Otterbein College, Westerville, Ohio. Active 1.
- Pacific University, Forest Grove, Ore. Active 2.
- Park College, Parkville, Mo. Chapter Officers: M. H. Wilson, *Pres.*; R. V. Magers, *Sec.* Active 19.
- Parsons College, Fairfield, Iowa. Active 2.
- Pennsylvania College for Women, Pittsburgh, Pa. Chapter Officers: Laberta Dysart, *Pres.*; M. T. Griggs, *Sec.* Active 21; Junior 9.
- Pennsylvania State College, State College, Pa. Chapter Officers: W. B. Mack, *Pres.*; H. F. Graves, *Sec.* Active 110; Junior 6.
- Pennsylvania State Teachers College, Bloomsburg, Pa. Active 1.
- Pennsylvania State Teachers College, Edinboro, Pa. Active 2.
- Pennsylvania State Teachers College, Mansfield, Pa. Active 1.
- Pennsylvania State Teachers College, Millersville, Pa. Active 1.
- Pennsylvania State Teachers College, Slippery Rock, Pa. Active 1; Junior 1.
- Pennsylvania State Teachers College, West Chester, Pa. Active 4.
- Pennsylvania, University of, Philadelphia, Pa. Chapter Officers: H. L. Crosby, *Pres.*; W. P. Raine, *Sec.* Active 107; Junior 6.
- Pennsylvania, Woman's Medical College of, Philadelphia, Pa. Active 2; Junior 1.
- Phillips University, Enid, Okla. Active 2.
- Pittsburgh, University of, Pittsburgh, Pa. Chapter Officers: G. E. Jones, *Pres.*; B. H. Williams, *Sec.* Active 78; Junior 1.
- Pomona College, Claremont, Calif. Chapter Officers: B. C. Ewer, *Pres.*; C. G. Jaeger, *Sec.* Active 13.
- Princeton University, Princeton, N. J. Chapter Officers: J. E. Raycroft, *Pres.*; L. T. White, *Sec.* Active 108; Junior 10.
- Puerto Rico, University of, Mayaguez, Puerto Rico. Active 10.
- Puget Sound, College of, Tacoma, Wash. Active 3.
- Purdue University, Lafayette, Ind. Chapter Officers: T. E. Mason, *Pres.*; F. J. Allen, *Sec.* Active 65; Junior 3.
- Queens-Chicora College, Charlotte, N. C. Chapter Officers: Minnie A. Graham, *Pres.*; M. Dorisse Howe, *Sec.* Active 9; Junior 1.
- Randolph-Macon College, Ashland, Va. Active 3.
- Randolph-Macon Woman's College, Lynchburg, Va. Active 3.
- Redlands, University of, Redlands, Calif. Chapter Officers: S. G. Jones, *Pres.*; Caroline S. Moore, *Sec.* Active 30.
- Reed College, Portland, Ore. Chapter Officers: F. L. Griffin, *Pres.*; Clement Akerman, *Sec.* Active 16.
- Regis College, Weston, Mass. Active 1.
- Rensselaer Polytechnic Institute, Troy, N. Y. Active 6; Junior 1.
- Rhode Island State College, Kingston, R. I. Chapter Officers: R. E. Brown, *Pres.*; Helen E. Peck, *Sec.* Active 7; Junior 1.
- Rice Institute, Houston, Tex. Chapter Officers: H. E. Bray, *Pres.*; Edgar Altenburg, *Sec.* Active 29; Junior 2.
- Richmond, University of, Richmond, Va. Active 3; Junior 1.
- Ripon College, Ripon, Wis. Active 2.
- Roanoke College, Salem, Va. Junior 1.
- Robert College, Istanbul, Turkey. Chapter Officer: E. S. Sheiry, *Pres.* Active 6.

- Rochester, University of, Rochester, N. Y. Chapter Officers: N. C. Arvin, *Pres.*; L. Alfreda Hill, *Sec.* Active 55; Junior 3.
- Rockford College, Rockford, Ill. Chapter Officers: Julia Ingersoll, *Pres.*; Editha Underhill, *Sec.* Active 19; Junior 1.
- Rollins College, Winter Park, Fla. Chapter Officer: Willard Wattles, *Pres.* Active 10; Junior 1.
- Rosary College, River Forest, Ill. Active 4.
- Rose Polytechnic Institute, Terre Haute, Ind. Chapter Officers: J. L. Bloxsome, *Pres.*; H. C. Gray, *Sec.* Active 15; Junior 2.
- Russell Sage College, Troy, N. Y. Chapter Officers: G. H. R. O'Donnell, *Pres.*; Emma R. Southworth, *Sec.* Active 18; Junior 1.
- Rutgers University, New Brunswick, N. J. Chapter Officers: Shirley Smith, *Pres.*; Sidney Sanderson, *Sec.* Active 72; Junior 2.
- St. Benedict, College of, St. Joseph, Minn. Active 1.
- St. Catherine, College of, St. Paul, Minn. Active 1.
- St. Cloud State Teachers College, St. Cloud, Minn. Active 2.
- St. John's College, Annapolis, Md. Chapter Officer: L. C. Hunter, *Sec.* Active 9; Junior 1.
- St. John's University, Brooklyn, N. Y. Active 6.
- St. Joseph's College, Emmitsburg, Md. Active 1.
- St. Joseph's College, Philadelphia, Pa. Active 2.
- St. Lawrence University, Canton, N. Y. Chapter Officers: A. H. MacLean, *Pres.*; Elizabeth L. Moore, *Sec.* Active 16; Junior 3.
- St. Louis University, St. Louis, Mo. Chapter Officers: J. B. Macelwane, *Pres.*; W. C. Korf-macher, *Sec.* Active 23; Junior 3.
- St. Mary College, Leavenworth, Kans. Active 3.
- St. Mary's College, St. Mary's College, Calif. Active 2.
- St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. Active 6; Junior 1.
- St. Olaf College, Northfield, Minn. Active 2.
- St. Teresa, College of, Winona, Minn. Active 5; Junior 1.
- Sam Houston State Teachers College, Huntsville, Tex. Active 15; Junior 2.
- San Diego State College, San Diego, Calif. Chapter Officers: L. P. Brown, *Pres.*; E. A. Messner, *Sec.* Active 26; Junior 3.
- Santa Barbara State College, Santa Barbara, Calif. Active 1; Junior 1.
- Scripps College, Claremont, Calif. Active 7.
- Seton Hall College, South Orange, N. J. Active 2.
- Seton Hill College, Greensburg, Pa. Chapter Officers: D. J. Carr, *Pres.* Active 8; Junior 3.
- Shorter College for Women, Rome, Ga. Active 3.
- Shurtleff College, Alton, Ill. Active 5.
- Simmons College, Boston, Mass. Chapter Officers: R. C. Rankin, *Pres.*; J. M. Hyatt, *Sec.* Active 49.
- Simpson College, Indianola, Iowa. Active 5.
- Sioux Falls College, Sioux Falls, S. Dak. Active 1.
- Skidmore College, Saratoga Springs, N. Y. Chapter Officers: E. V. Stonequist, *Pres.*; R. W. Pettengill, *Sec.* Active 34.
- Smith College, Northampton, Mass. Chapter Officers: O. F. Kraushaar, *Pres.*; Marjorie Wil-liams, *Sec.* Active 92; Junior 7.
- South, University of the, Sewanee, Tenn. Active 7.
- South Carolina, University of, Columbia, S. C. Chapter Officers: R. L. Meriwether, *Pres.*; Grace C. Sweeny, *Sec.* Active 17.
- South Dakota Northern Normal and Industrial School, Aberdeen, S. Dak. Chapter Officers: Emeline L. Welsh, *Pres.*; N. N. Johnson, *Sec.* Active 21; Junior 1.
- South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. Active 6.
- South Dakota State Normal School (Eastern), Madison, S. Dak. Junior 1.
- South Dakota State School of Mines, Rapid City, S. Dak. Active 1; Junior 1.
- South Dakota, University of, Vermillion, S. Dak. Chapter Officers: E. C. Ehrensperger, *Pres.*; C. M. Noteboom, *Sec.* Active 11; Junior 1.
- Southern California, University of, Los Angeles, Calif. Chapter Officers: J. F. Griffiths, *Pres.*; Tema S. Clare, *Sec.* Active 92; Junior 3.
- Southern Methodist University, Dallas, Tex. Chapter Officers: R. W. Goodloe, *Pres.*; E. D. Mouzon, Jr., *Sec.* Active 33.
- Southwestern, Memphis, Tenn. Chapter Officers: C. L. Townsend, *Pres.*; W. R. Cooper, *Sec.* Active 8.
- Southwestern College, Winfield, Kans. Active 4; Junior 1.
- Southwestern University, Georgetown, Tex. Active 2.

- Spelman College, Atlanta, Ga. Active 1.
 Spring Hill College, Spring Hill, Ala. Active 1.
 Stanford University, Stanford University, Calif. Chapter Officers: W. H. Davis, *Pres.*; D. M. Whitaker, *Sec.* Active 88; Junior 4.
 Stephen F. Austin State Teachers College, Nagadoches, Tex. Active 4.
 Stevens Institute of Technology, Hoboken, N. J. Active 2.
 Sul Ross State Teachers College, Alpine, Tex. Active 1.
 Susquehanna University, Selinsgrove, Pa. Active 5.
 Swarthmore College, Swarthmore, Pa. Chapter Officers: E. L. Hunt, *Pres.*; D. G. Foster, *Sec.* Active 31; Junior 4.
 Sweet Briar College, Sweet Briar, Va. Active 12.
 Syracuse University, Syracuse, N. Y. Chapter Officers: C. L. Brightman, *Pres.*; L. G. Moffatt, *Sec.* Active 90; Junior 5.
 Tarkio College, Tarkio, Mo. Active 3; Junior 2.
 Temple University, Philadelphia, Pa. Chapter Officers: W. M. Blaisdell, *Pres.*; Andreas Elviken, *Sec.* Active 126; Junior 3.
 Tennessee State Teachers College (East), Johnson City, Tenn. Active 1.
 Tennessee State Teachers College (West), Memphis, Tenn. Active 3; Junior 1.
 Tennessee, University of, Knoxville, Tenn. Chapter Officer: L. R. Hesler, *Sec.* Active 25; Junior 2.
 Texas, Agricultural and Mechanical College of, College Station, Tex. Chapter Officers: C. H. Winkler, *Pres.*; S. S. Morgan, *Sec.* Active 11.
 Texas Christian University, Fort Worth, Tex. Active 5.
 Texas College of Arts and Industries, Kingsville, Tex. Active 4; Junior 1.
 Texas State College for Women, Denton, Tex. Chapter Officers: Rebecca Switzer, *Pres.*; S. L. Stoker, *Sec.* Active 19.
 Texas State Teachers College (East), Commerce, Tex. Active 1.
 Texas State Teachers College (North), Denton, Tex. Active 5; Junior 1.
 Texas State Teachers College (Southwest), San Marcos, Tex. Chapter Officers: L. N. Wright, *Pres.*; J. L. Read, *Sec.* Active 16.
 Texas State Teachers College (West), Canyon, Tex. Active 2.
 Texas Technological College, Lubbock, Tex. Chapter Officers: R. E. Gartin, *Pres.*; A. B. Strehli, *Sec.* Active 15; Junior 1.
 Texas, University of, Austin, Tex. Chapter Officers: E. J. Lund, *Pres.*; H. J. Leon, *Sec.* Active 98; Junior 1.
 Thiel College, Greenville, Pa. Chapter Officer: G. R. Bradshaw, *Pres.* Active 5.
 Toledo, University of, Toledo, Ohio. Chapter Officers: R. N. Whiteford, *Pres.*; Sarah S. Bissell, *Sec.* Active 43; Junior 12.
 Transylvania College, Lexington, Ky. Active 1.
 Trinity College, Hartford, Conn. Chapter Officers: M. S. Allen, *Pres.*; C. L. Altmaier, Jr., *Sec.* Active 27.
 Trinity University, Wзахachie, Tex. Active 5; Junior 1.
 Tufts College, Medford, Mass. Chapter Officers: A. W. Leighton, *Pres.*; W. F. Wyatt, *Sec.* Active 38.
 Tulane University of Louisiana, New Orleans, La. Chapter Officers: G. E. Simmons, *Pres.*; H. W. Moseley, *Sec.* Active 48; Junior 1.
 Tulsa, University of, Tulsa, Okla. Chapter Officers: R. J. Kaufmann, *Pres.*; R. W. Veatch, *Sec.* Active 18; Junior 2.
 Tuskegee Normal and Industrial Institute, Tuskegee, Ala. Active 9; Junior 3.
 Tusculum College, Greeneville, Tenn. Active 1.
 Union University, Schenectady, N. Y. Chapter Officers: F. C. Chillrud, *Pres.*; L. H. Clark, *Sec.* Active 41; Junior 4.
 United States Naval Academy, Annapolis, Md. Active 9; Junior 1.
 Ursinus College, Collegeville, Pa. Chapter Officers: G. R. Tyson, *Pres.*; Elizabeth B. White, *Sec.* Active 7.
 Utah State Agricultural College, Logan, Utah. Active 1.
 Utah, University of, Salt Lake City, Utah. Chapter Officers: W. W. Ritter, *Pres.*; W. T. Runzler, *Sec.* Active 49; Junior 2.
 Valparaiso University, Valparaiso, Ind. Active 4.
 Vanderbilt University, Nashville, Tenn. Chapter Officers: W. L. Miser, *Pres.*; C. S. Shoup, *Sec.* Active 19; Junior 1.

- Vassar College, Poughkeepsie, N. Y. Chapter Officers: C. G. Post, *Pres.*; Inez S. Ryberg, *Sec.* Active 75; Junior 5.
- Vermont, University of, Burlington, Vt. Chapter Officers: B. C. Douglass, *Pres.*; J. I. Lindsay *Sec.* Active 57; Junior 2.
- Villanova College, Villanova, Pa. Active 1.
- Virginia, Medical College of, Richmond, Va. Chapter Officers: H. L. Osterud, *Pres.*; R. F. McCrackan, *Sec.* Active 16; Junior 2.
- Virginia Military Institute, Lexington, Va. Active 4.
- Virginia Polytechnic Institute, Blacksburg, Va. Chapter Officer: W. E. Garnett, *Pres.* Active 17; Junior 2.
- Virginia State Teachers College, Farmville, Va. Chapter Officers: J. E. Walmsley, *Pres.*; Helen Draper, *Sec.* Active 16.
- Virginia State Teachers College, Fredericksburg, Va. Active 2.
- Virginia State Teachers College, Harrisonburg, Va. Chapter Officers: G. W. Chappellear, *Pres.*; R. M. Hanson, *Sec.* Active 13.
- Virginia, University of, University, Va. Chapter Officers: A. G. A. Balz, *Pres.*; W. S. Rodman, *Sec.* Active 61; Junior 2.
- Wabash College, Crawfordsville, Ind. Active 4.
- Wake Forest College, Wake Forest, N. C. Active 7; Junior 1.
- Washburn College, Topeka, Kans. Chapter Officers: W. S. Baldinger, *Pres.*; G. S. Fulbright, *Sec.* Active 19; Junior 1.
- Washington College, Chestertown, Md. Active 8.
- Washington and Jefferson College, Washington, Pa. Chapter Officers: C. S. Atchison, *Pres.*; O. F. H. Bert, *Sec.* Active 15; Junior 1.
- Washington and Lee University, Lexington, Va. Chapter Officer: R. T. Johnson, *Sec.* Active 21; Junior 1.
- Washington, State College of, Pullman, Wash. Chapter Officers: C. O. Johnson, *Pres.*; Edward Ullman, *Sec.* Active 54; Junior 13.
- Washington State Normal School, Bellingham, Wash. Active 1.
- Washington State Normal School, Cheney Wash. Active 3.
- Washington University, St. Louis, Mo. Chapter Officers: G. B. Parks, *Pres.*; Eugene Stephens *Sec.* Active 54; Junior 3.
- Washington, University of, Seattle, Wash. Chapter Officers: T. K. Sidey, *Pres.*; C. T. Williams, *Sec.* Active 90; Junior 8.
- Wayne University, Detroit, Mich. Chapter Officers: J. J. Sherman, *Pres.*; H. B. Fagan, *Sec.* Active 57.
- Wellesley College, Wellesley, Mass. Chapter Officers: Lawrence Smith, *Pres.*; Lucy Wilson, *Sec.* Active 34.
- Wells College, Aurora, N. Y. Chapter Officers: H. G. Carlson, *Pres.*; E. C. Peple, *Sec.* Active 24; Junior 3.
- Wesleyan College, Macon, Ga. Chapter Officers: G. W. Gignilliat, Jr., *Pres.*; Lois Rogers, *Sec.* Active 9.
- Wesleyan University, Middletown, Conn. Chapter Officers: E. B. Schattschneider, *Pres.*; V. E. Eaton, *Sec.* Active 48; Junior 1.
- West Virginia University, Morgantown, W. Va. Chapter Officers: L. H. Taylor, *Pres.*; Lily B. S. Deatrick, *Sec.* Active 38; Junior 1.
- Western College, Oxford, Ohio. Active 8.
- Western Ontario, University of, Waterloo, Ontario. Junior 1.
- Western Reserve University, Cleveland, Ohio. Chapter Officers: A. C. Cole, *Pres.*; Frank Hovorka, *Sec.* Active 70; Junior 7.
- Westminster College, New Wilmington, Pa. Chapter Officer: Elizabeth Stewart, *Sec.* Active 14; Junior 1.
- Wheaton College, Norton, Mass. Chapter Officers: Grace Shepard, *Pres.*; Katharine B. Neilson, *Sec.* Active 26.
- Whitman College, Walla Walla, Wash. Active 4.
- Whittier College, Whittier, Calif. Active 5.
- Whitworth College, Spokane, Wash. Active 2.
- Wichita, Municipal University of, Wichita, Kans. Chapter Officers: C. B. Read, *Pres.*; Eva C. Hangen, *Sec.* Active 27; Junior 1.
- Willamette University, Salem, Ore. Active 5.
- William Jewell College, Liberty, Mo. Chapter Officers: J. P. Fruit, *Pres.*; F. M. Derwacter, *Sec.* Active 10.
- William and Mary, College of, Williamsburg, Va. Chapter Officers: R. L. Morton, *Pres.*; R. L. Taylor, *Sec.* Active 35; Junior 1.

William Smith College, Geneva, N. Y. Active 1.

Williams College, Williamstown, Mass. Chapter Officers: W. B. Smith, *Pres.*; H. D. Smith, *Sec.* Active 54; Junior 5.

Wilson College, Chambersburg, Pa. Active 7.

Wilson Teachers College, Washington, D. C. Junior 1.

Winthrop College, Rock Hill, S. C. Chapter Officers: T. W. Noel, *Pres.*; Wilma Hill, *Sec.* Active 20; Junior 1.

Wisconsin State Teachers College, Lacrosse, Wis. Active 2.

Wisconsin State Teachers College, Milwaukee, Wis. Active 1.

Wisconsin State Teachers College, River Falls, Wis. Active 1.

Wisconsin State Teachers College, Stevens Point, Wis. Active 1.

Wisconsin, University of, Madison, Wis. Chapter Officers: R. B. Quintana, *Pres.*; Helen M. Patterson, *Sec.* Active 139; Junior 7.

Wittenberg College, Springfield, Ohio. Active 8.

Wofford College, Spartanburg, S. C. Junior 1.

Wooster, College of, Wooster, Ohio. Chapter Officers: James Anderson, Jr., *Pres.*; Aileen Dunham, *Sec.* Active 18; Junior 1.

Worcester Polytechnic Institute, Worcester, Mass. Chapter Officer: R. K. Morley, *Sec.* Active 15.

Wyoming, University of, Laramie, Wyo. Chapter Officers: O. H. Rechard, *Pres.*; Lillian Portenier, *Sec.* Active 37; Junior 3.

Yale University, New Haven, Conn. Chapter Officers: F. R. Fairchild, *Pres.*; K. T. Healy, *Sec.* Active 145; Junior 9.

MEMBERS DECEASED DURING 1936 (81)

Adams, William F.	(History)	University of California at L. A.
Anderson, Andrew R.	(Classics)	Duke University
Barker, F. D.	(Zoology)	Northwestern University
*Barrett, A. M.	(Psychiatry)	University of Michigan
Bowman, Amy	(Education)	University of Utah
Bradley, Harry C.	(Drawing)	Mass. Inst. of Technology
Bragonier, Arthur T.	(Mathematics)	Marshall College
Brinsmade, James B.	(Physics)	Williams College
Cauthorn, Emma	(Latin)	University of Missouri
Chinn, Harve N.	(Civil Engineering)	Rose Polytechnic Institute
Clarke, Alicia A.	(Spanish)	Rutgers University
Cloran, Timothy	(French)	University of Oregon
Collins, George S.	(Modern Languages)	Polytechnic Institute of Brooklyn
Crum, Ralph B.	(English)	West Virginia State Teachers Coll.
DeBusk, Burchard W.	(Education)	University of Oregon
Denton, Francis M.	(Electrical Engineering)	University of New Mexico
Dill, Franklin G.	(Religious Education)	University of Tulsa
Eiserhardt, Ewald	(German)	University of Rochester
Emery, George V.	(Physics)	Missouri State Teachers Coll.
Franke, Kurt	(Biochemistry)	South Dakota State College
Flugel, Felix	(Economics)	University of California
Ford, Henry C.	(History)	Virginia Military Institute
Fradenburgh, A. G.	(History)	Brooklyn College
Fuller, Leslie E.	(Bible)	Northwestern University
Gallagher, R. M.	(Political Science)	De Paul University
Gard, W. L.	(Education)	Ohio University
*Gottheil, R. J. H.	(Semitic Languages)	Columbia University
Hebard, Grace R.	(Economics, Sociology)	University of Wyoming
Henshaw, Solomon	(English)	Okla. Agric. and Mech. Coll.
Hill, Charles E.	(Political Science)	George Washington University
Hinds, W. E.	(Entomology)	Louisiana State University
*Hodder, F. H.	(History)	University of Kansas
Hutchinson, Ruth G.	(Economics)	Vassar College
Hyde, Jesse E.	(Geology)	Western Reserve University
Johnston, Ruth Y.	(History)	Michigan State College
*Jordan, Edwin O.	(Biology)	University of Chicago
June, Henry N.	(Architecture)	University of Florida
Kelly, Harry McC.	(Biology)	Cornell College
*Knapp, Charles	(Medicine)	Columbia University
Krowl, Harry C.	(English)	City College (New York)
Laity, Warren R.	(Art)	Rutgers University
*Landes, Henry	(Geology)	University of Washington
Latham, Allan	(Economics)	Simmons College
Lewis, Edward R.	(Philosophy)	Nebraska Wesleyan University
Liddell, M. H.	(English)	Purdue University
Lord, Richard C.	(Geology)	Kenyon College
Luch, Myron J.	(English)	Lehigh University
McBain, Howard L.	(Law)	Columbia University
McClenahan, Howard	(Physics)	Franklin Institute

Mangels, C. E.	(Chemistry)	North Dakota Agric. College
Marceau, J. Herbert	(Modern Languages)	University of New Hampshire
Marsh, Charles A.	(English)	University of California at L. A.
Martin, Emilie N.	(Mathematics)	Mount Holyoke College
Martin, Melvin A.	(Psychology)	Tulane University of Louisiana
Mast, Clarence S.	(Physics)	Texas Technological College
Menge, George A.	(Chemistry)	Lafayette College
Miller, I. L.	(Mathematics)	South Dakota State College
Moon, Parker T.	(Public Law)	Columbia University
Moriarty, W. D.	(Economics)	University of Southern California
†Noyes, A. A.	(Chemistry)	California Institute of Technology
Pearce, James N.	(Chemistry)	State University of Iowa
Perkins, R. G.	(Bacteriology)	Western Reserve University
Perrin, Marshall L.	(German)	Boston University
Phy, C. Wesley	(English)	Lehigh University
Ramette, Edward C.	(Romance Languages)	Mount Union College
Sauer, Fred C.	(Zoology)	Municipal University of Wichita
Saxton, Blair	(Chemistry)	Yale University
Schmidt, William G.	(Music)	University of Oklahoma
Setchanove, Leonie J.	(Romance Philology)	Thiel College
*Shepard, W. J.	(Political Science)	Ohio State University
Sperry, Joel A.	(Bacteriology)	Pennsylvania State College
*Stoddard, F. H.	(English)	New York University
Tanner, E. P.	(History)	Syracuse University
Touton, Frank C.	(Education)	University of Southern California
Utter, Robert P.	(English)	University of California
Waring, Henry F.	(Religion)	Wheaton College
Webber, W. Paul	(Mathematics)	Louisiana State University
Weida, George F.	(Chemistry)	William Jewell College
Wilmer, William H.	(Medicine)	Johns Hopkins University
Woody, Carroll H.	(Political Science)	Williams College
Zeit, F. R.	(Medicine)	Northwestern University

* Charter Member.

† Charter Member and Past Member of the Council.

RECORD OF MEMBERSHIP FOR 1936

Membership January 1, 1936.....		12,713
Deaths.....	81	
Resignations.....	356	
Memberships lapsed.....	532	969
		<hr/>
		11,744
Reinstated.....		141
Elections: Active.....	1,112	
Junior.....	380	1,492
		<hr/>
Total January 1, 1937.....		13,377
Members in 511 Institutions:		
Active.....	11,478	
Junior.....	857	12,335
		<hr/>
Other Active Members.....		440
Other Junior Members.....		366
Associate Members.....		159
Honorary Members.....		77
		<hr/>
Total January 1, 1937.....		13,377

Besides Active and Junior members connected with colleges and universities this statement includes: 1. Other Active Members: those connected with the research foundations or engaged in occupations closely related to teaching or investigation, those whose teaching or research is temporarily interrupted or who are at institutions not on the accredited list, also any whose addresses are unknown; 2. Other Junior Members; 3. Associate Members: members who, ceasing to be eligible for Active or Junior membership because work has become "wholly or mainly administrative," are transferred with the approval of the Council to Associate membership; 4. Honorary Members: this group is closed by an amendment of the Constitution establishing an Emeritus class. Emeritus members are included under their institutions (or in the group of Other Active Members).

COMMITTEES FOR 1937

EXECUTIVE COMMITTEE OF THE COUNCIL

Chairman, A. J. Carlson (Physiol.), Chicago

Joseph Allen (Math.), City (New York); John W. Bradshaw (Math.), Michigan; Florence P. Lewis (Math.), Goucher; F. Payne (Zool.), Indiana. (Two additional members to be appointed.)

NOMINATING COMMITTEE

(to be appointed)

STANDING COMMITTEES

COMMITTEE A

Academic Freedom and Tenure

Chairman, W. T. LaPrade (Hist.), Duke

Eastern: Ralph E. Himstead (Law), Washington Office; J. P. Lichtenberger (Sociol.), Pennsylvania; A. O. Lovejoy (Philos.), John Hopkins; Holland Thompson (Hist.), City (New York).

Central: William E. Britton (Law), Illinois; W. C. Curtis (Zool.), Missouri; Carl Wittke (Hist.), Ohio State; Quincy Wright (Pol. Sci.), Chicago.

Southern: W. D. Hooper (Latin), Georgia; S. A. Mitchell (Astron.), Virginia; D. Y. Thomas (Hist.), Arkansas.

Western: A. M. Kidd (Law), California; F. M. Padelford (Eng.), Washington (Seattle); R. C. Tolman (Chem.), Calif. Inst. Tech.

COMMITTEE C

International Relations

Chairman, S. P. Duggan (Inst. Inter. Educ.), New York

R. L. Buell¹ (Foreign Policy Assoc.), New York; L. P. Chambers (Philos.), Washington (St. Louis); P. H. Douglas (Commerce), Chicago; Ross A. McFarland (Psych.), Columbia; A. W. MacMahon (Govt.), Columbia; Eliot G. Mears (Inter. Trade), Stanford; Edwin Mims (Eng.), Vanderbilt; J. Fred Rippy (Hist.), Chicago; L. S. Rowe (Pan-

¹ Not a member of Association.

American Union), Washington, D. C.; H. W. Tyler (Math.), Washington Office; Quincy Wright (Pol. Sci.), Chicago.

COMMITTEE E

Organization and Conduct of Local Chapters

Chairman, G. H. Ryden (Hist.), Delaware

E. S. Allen (Math.), Iowa State; Joseph Allen (Math.), City (New York), H. J. Deutsch (Hist.), Washington State; Homer L. Dodge (Phys.), Oklahoma; F. E. E. Germann (Chem.), Colorado; C. L. Grose (Hist.), Northwestern; J. S. Guy (Chem.), Emory; E. R. Hedrick (Math.), California (L. A.); Ralph H. Lutz (Hist.), Stanford; Otto Manthey-Zorn (German), Amherst; H. W. Moseley (Chem.), Tulane; R. N. Owens (Accounting), George Washington; George Rebec (Philos.), Oregon; F. J. Tschan (Hist.), Pennsylvania State; Harvey Walker (Pol. Sci.), Ohio State; D. A. Worcester (Psych.), Nebraska.

The assignment of committee responsibility is as follows:

District 1, Otto Manthey-Zorn (Amherst College): the New England states with the adjacent Nova Scotia and New Brunswick—1258 Active members, 23 chapters.

District 2, Joseph Allen (City College): New York, Quebec, and Ontario—1433 Active members, 21 chapters.

District 3, F. J. Tschan (Pennsylvania State College): New Jersey and Pennsylvania—1156 Active members, 26 chapters.

District 4, R. N. Owens (George Washington University): Delaware, Maryland, District of Columbia, Virginia, and West Virginia—764 Active members, 22 chapters.

District 5, J. S. Guy (Emory University): North Carolina, South Carolina, Georgia, Florida, and Puerto Rico—541 Active members, 19 chapters.

District 6, Harvey Walker (Ohio State University): Ohio—899 Active members, 23 chapters.

District 7, C. L. Grose (Northwestern University): Indiana, Illinois, Michigan, and Wisconsin—1539 Active members, 26 chapters.

District 8, H. W. Moseley (Tulane University): Kentucky, Tennessee, Alabama, Mississippi, and Louisiana—551 Active members, 16 chapters.

District 9, E. S. Allen (Iowa State College): Minnesota, Iowa, Missouri, and Manitoba—849 Active members, 23 chapters.

District 10, D. A. Worcester (University of Nebraska): North Dakota, South Dakota, Nebraska, and Kansas—519 Active members, 15 chapters.

District 11, H. L. Dodge (University of Oklahoma): Arkansas, Oklahoma, and Texas—577 Active members, 16 chapters.

District 12, H. J. Deutsch (State College of Washington): Montana, Idaho, Eastern Washington, Saskatchewan, and Alberta—134 Active members, 4 chapters.

District 13, F. E. E. Germann (University of Colorado): Wyoming, Colorado, Utah, New Mexico—258 Active members, 10 chapters.

District 14, George Rebec (University of Oregon): Western Washington, Oregon, and British Columbia—267 Active members, 5 chapters.

District 15, Ralph H. Lutz (Stanford University): Nevada, Northern California, and Hawaii—299 Active members, 5 chapters.

District 16, E. R. Hedrick (University of California at Los Angeles): Arizona and Southern California—422 Active members, 8 chapters.

COMMITTEE F

Admission of Members

Chairman, Ella Lonn (Hist.), Goucher

H. L. Crosby (Greek), Pennsylvania; B. W. Kunkel (Biol.), Lafayette; A. Richards (Zool.), Oklahoma; W. O. Sypherd (Eng.), Delaware; F. J. Tschan (Hist.), Pennsylvania State.

COMMITTEE I

University Ethics

Chairman, G. W. Stewart (Phys.), Iowa

Henry Crew (Phys.), Northwestern; G. W. Cunningham (Philos.), Cornell; John Dewey (Philos.), Columbia; W. B. Munro (Hist. and Govt.), Calif. Inst. Tech.; E. A. Ross (Sociol.), Wisconsin; E. R. A. Seligman (Pol. Sci.), Columbia; J. H. Tufts (Philos.), Chicago; U. G. Weatherly (Econ.), Indiana.

COMMITTEE L

Cooperation with Latin-American Universities

Chairman, L. S. Rowe (Pan-American Union), Washington, D. C.

Frank Callcott (Rom. Lang.), Columbia; S. P. Capen¹ (Chancellor), Buffalo; I. J. Cox (Hist.), Northwestern; S. P. Duggan (Inst. Inter. Educ.), New York; Edith Fahnstock (Ital., Span.), Vassar; John D. Fitz-Gerald (Rom. Philol.), Arizona; J. D. M. Ford (Rom. Lang.), Harvard; C. W. Hackett¹ (Hist.), Texas; Clarence H. Haring (Latin-American Hist.), Harvard; H. G. James (President), Ohio; I. L. Kandel (Educ.), Columbia; F. B. Luquiens (Span.), Yale; J. Fred Rippy (Hist.), Chicago; E. A. Ross (Sociol.), Wisconsin; G. H. Stuart¹ (Pol. Sci.), Stanford; Arturo Torres-Rioseco (Span.), California; Mary W. Williams (Hist.), Goucher.

¹ Not a member of Association

COMMITTEE P

Pensions and Insurance

Chairman, H. L. Rietz (Math.), Iowa

W. W. Cook (Law), Northwestern; S. S. Huebner (Finance), Pennsylvania; A. H. Mowbray (Econ.), California; E. W. Patterson (Law), Columbia.

COMMITTEE R

Encouragement of University Research

Chairman, A. O. Leuschner (Astron.), California

E. C. Armstrong (Rom. Lang.), Princeton; Eliot Blackwelder (Geol.), Stanford; R. G. Kent (Comp. Philol.), Pennsylvania; J. L. Lowes (Eng.), Harvard; L. C. Marshall (Pol. Econ.), American; W. A. Nitze (Rom. Lang.), Chicago; W. A. Oldfather (Classics), Illinois; Joel Stebbins (Astron.), Wisconsin; C. C. Torrey (Semitic Lang.), Yale.

COMMITTEE S

Library Service

Chairman, H. B. Van Hoesen (Library), Brown

Jesse E. Adams (Educ.), Kentucky; Charlotte D'Evelyn (Eng.), Mt. Holyoke; H. G. Doyle (Rom. Lang.), George Washington; Donald B. Durham (Classics), Hamilton; T. R. Garth (Psych.), Denver; D. C. Jackson (Elec. Engin.), Mass. Inst. Tech.; R. J. Kerner (Hist.), California; O. W. Long (German), Williams; D. A. Robertson (President), Goucher; W. O. Sypherd (Eng.), Delaware; C. C. Williamson (Library), Columbia; H. A. Wooster (Pol. Sci.), Oberlin.

COMMITTEE Z

The Economic Condition of the Profession

Chairman, W. Brooke Graves (Pol. Sci.), Temple

C. C. Arbuthnot (Econ.), Western Reserve; Viva B. Boothe (Bus. Research), Ohio State; Seba Eldridge (Sociol.), Kansas; R. M. Haig (Bus. Admin.), Columbia; John Ise (Econ.), Kansas; E. W. Kemmerer (Econ.), Princeton; J. H. Kusner (Math.), Florida; Broadus Mitchell

(Pol. Econ.), Johns Hopkins; W. D. Nicholls (Farm Econ.), Kentucky; C. C. Plehn (Econ.), California; W. T. Semple (Classics), Cincinnati; L. B. Shippee (Hist.), Minnesota; W. S. Taylor (Psych.), Smith; R. H. True (Botany), Pennsylvania.

SPECIAL COMMITTEES

COMMITTEE B

Freedom of Speech

Chairman, A. J. Carlson (Physiol.), Chicago

Zechariah Chafee, Jr. (Law), Harvard; A. O. Lovejoy (Philos.), Johns Hopkins; W. W. Cook (Law), Northwestern.

COMMITTEE G

Author-Publisher Contracts

Chairman, J. M. Cormack (Law), Southern California

L. L. Bernard (Sociol.), Washington (St. Louis); P. L. Windsor (Library), Illinois; A. B. Wolfe (Econ.), Ohio State.

COMMITTEE J

Relation of Junior Colleges to Higher Education

Chairman, A. C. Krey (Hist.), Minnesota

H. G. Doyle (Rom. Lang.), George Washington; W. C. Eells (Educ.), Stanford; L. V. Koos (Educ.), Chicago.

COMMITTEE O

Committee on Organization and Policy

Chairman, W. W. Cook (Law), Northwestern

A. C. Krey (Hist.), Minnesota; K. H. Porter (Pol. Sci.), Iowa; M. D. Steever (Govt.), Lafayette; F. J. Tschann (Hist.), Pennsylvania State.

COMMITTEE Q¹

Required Courses in Education

Chairman, Dinsmore Alter (Statistics), Calif. Inst. Tech.

C. C. Craig (Math.), Michigan; Harold Hotelling (Econ.), Columbia; H. L. Rietz (Math.), Iowa; K. P. Williams (Math.), Indiana.

COMMITTEE T

Place and Function of Faculties in University and College Government

Chairman, G. H. Sabine (Philos.), Cornell

A. J. Carlson (Physiol.), Chicago; H. S. Conard (Bot.), Grinnell; Florence D. White (French), Vassar; J. W. Woodard (Sociol.), Temple.

COMMITTEE Y

Effect of Depression and Recovery on Higher Education

Chairman, F. K. Richtmyer (Phys.), Cornell

Otis W. Caldwell (Bot.), Columbia; A. J. Harno (Law), Illinois; S. H. Slichter (Econ.), Harvard; M. M. Willey (Sociol.), Minnesota, *Director of Studies*.

ASSOCIATION REPRESENTATIVES

American Council on Education: R. E. Himstead (Law), Washington Office; W. W. Cook (Law), Northwestern; H. W. Tyler (Math.), Washington Office.

American Association for the Advancement of Science: Henry Crew (Phys.), Northwestern; S. A. Mitchell (Astron.), Virginia.

National Research Council: A. O. Leuschner (Astron.), California.

National Parks Association: H. W. Tyler (Math.), Washington Office.

¹ Additional members will be appointed.

MEMBERSHIP

The Committee on Admissions announces the election of eighty Active and thirty Junior members as follows:

ACTIVE MEMBERS ELECTED

Bard College, Clarence R. Carpenter; Boston University, Richard M. Cameron, Elizabeth W. Carvell, Doris Holmes, Ina L. Morgan, William D. Reid, James Wylie; Clark University, H. Donaldson Jordan; Colgate University, Earl Daniels, Rodney L. Mott, Henry G. Stetler; Fordham University, Hugh S. O'Reilly; Georgetown University, Francis I. Brady, James S. Ruby, Bernard Wagner; Georgia State Womans College, Beatrice I. Nevins; Harris Teachers College, Hugh H. Barr, Inez Specking; Harvard University, Franz H. Crawford; Hobart College, Claire C. Dimmick; Idaho State Normal School (Lewiston), Victor C. Christianson; Illinois State Normal University (Southern), F. G. Warren; Illinois State Teachers College (Eastern), Isabel McKinney; Illinois State Teachers College (Northern), Loren T. Caldwell; Johns Hopkins University, Ernst Harms; Kansas State College, Nellie Aberle, Myrtle A. Gunselman, Lawrence W. Hartel; University of Kentucky, Berthus B. McInteer; Keuka College, Isabel C. Nichols; Lake Forest College, Eldon C. Hill; Louisiana State University, Sherrod Towns; Loyola University (Illinois), Julius V. Kuhinka; Maryland State Teachers College (Towson), Nellie Birdsong; Miami University, Anatole G. Mazour, Harold R. Nissley, Howard White; Michigan State College, William S. Kimball, Charles H. Spurway, Duncan Stewart; Miner Teachers College, Otelia Cromwell; University of Missouri, Birger M. Beaussang; State University of Montana, Rudolph J. Schlueter; Nebraska State Teachers College (Wayne), Josephine L. Silvers; University of Nebraska, Lester B. Orfield; New Mexico State College, G. L. Guthrie; New York University, Howard H. McNiven, Gerald E. SeBoyar; Newark College of Engineering, H. N. Cummings; University of Notre Dame, Joseph L. Apodaca; Ohio University, G. Allan Gruchy; University of Oregon, James R. Jewell; Pennsylvania State College, Andrew W. Case; Pennsylvania State Teachers College (Millersville), Burl N. Osburn; Queens-Chicora College, James M. Godard; Saint Mary College, Sister Rose Dominic; Skidmore College, Agnes Gelinas, Irma H. Reed; Southern Methodist University, Mary M. Pritchett; Texas State Teachers College (Southwest), James R. Buckner, Leland E. Derrick, Claire Mitchell, Dora G. Netterville, J. Lloyd Read, D. A. Snellings, Elizabeth Sterry, R. A. Tampke, E. O. Wiley; University of Texas, Connie G. Brockett; Tulane University, Harlan W. Gilmore; University of Tulsa, Lloyd V. Moore; Medical College of Virginia, Fred J. Wampler, H. Hudnall Ware, Jr.; Wake Forest College, Walter J. Wyatt, Jr.; Wesleyan College, Joseph M. Almand, Thelma Howell; Williams College, Russell Barker, Paul H. Fall; University of Wisconsin, Frances A. Hellebrandt; College of Wooster, Paul P. Bushnell.

TRANSFERS FROM JUNIOR TO ACTIVE MEMBERSHIP

University of Alabama, Robert Harwood; University of British Columbia, Joseph E. Morsh; Knox College, Claude W. Stimson; Rensselaer Polytechnic Institute, Roland Walker; Scripps College, J. Edward Caster; Washburn College, Wallace S. Baldinger.

JUNIOR MEMBERS ELECTED

University of Arkansas, Robert W. Boyle; **Bard College**, Carlton C. Qualey; **Boston University**, Ensio K. F. Ronka; **Bowling Green State University**, E. Eugene Dickerman; **Colgate University**, Clarence J. Hylander, William N. Shankwiler, James F. Wardwell; **Cornell College**, Lloyd C. Oakland; **Culver-Stockton College**, George L. Abernathey, Harold M. State; **University of Delaware**, Willard H. Humbert, Arthur M. G. Moody; **University of Florida**, Thomas N. Gautier, Robert D. Specht, Dudley Williams; **Hobart College**, George H. Bancroft, Edmund G. Burbank, Allan W. Burleson, Norman Kent, Lewis H. Niven; **Louisiana State University**, John E. Webb; **New Mexico State College**, Ralph L. Edgel, Claude C. Dove, Jessie Miller, Duncan N. Scott; **University of Oklahoma**, Milton Hopkins; **University of Rochester**, Charles D. Kochakian; **University of Toledo**, Franklin G. Moore; **Williams College**, Sherwood K. Haynes, Dean E. McHenry.

NOMINATIONS FOR MEMBERSHIP

The following one hundred and twenty-eight nominations for Active membership and forty-six nominations for Junior membership are printed as provided under Article IV of the Constitution. Objections to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before February 25, 1937.

The primary purpose of this provision is to bring to the attention of the Committee any question concerning the technical eligibility of nominees under the provision of the Constitution affecting membership, namely: "Active members. Any university or college teacher or investigator who holds, and for three years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions, service in foreign institutions may also be counted toward the three-year requirement." "Junior members shall be graduate students or persons eligible for nomination as Active members except in length of service."

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. Richards, Oklahoma; W. O. Sypherd, Delaware; F. J. Tschan, Pennsylvania State.

ACTIVE NOMINATIONS

Evelyn N. Akeley (Mathematics, Physics), Skidmore
John S. V. Allen (Physics), Bethany (West Virginia)
Ruth A. Allen (Economics), Texas
Ida L. Anderson (Speech), Washington State
Norma Anderson (Physical Education), Washington State
Helen Badenoch (Physical Education), Denison
Percy M. Baldwin (History), New Mexico State
George Baughman (Sociology), Washington State
Clyde Beighey (Commerce), Illinois State Teachers (Western)
Margaret Benedict (Music), Ohio
Carville D. Benson, Jr. (Law), George Washington
O. C. Bird (Physical Welfare), Ohio
Francis E. Blacet (Chemistry), California (Los Angeles)
Mary D. Blayne (Music), Ohio
Vera Board (Music), Ohio
William R. Bond (Physical Education), Washington State
Raymond V. Bowers (Sociology), Rochester

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

James L. Brakefield (Biology), Howard (Alabama)
Raymond R. Brewer (Religion), James Millikin
Della I. Brunsteter (French), Oklahoma
Richard S. Burington (Mathematics), Case School of Applied Science
John H. Butler (Mechanical Engineering), New Mexico State
D. Bailey Calvin (Biochemistry), Missouri
Alfred M. Carlson (English), Upsala
C. E. Chamberlin (Business Administration), Texas State Teachers (Southwest)
Harry M. Chambers (Economics), Washington State
Edwin Clapp (English), Utah
Thomas Clements (Geology), Southern California
Percy Cockerill (Economics), New Mexico State
Russell J. Cook (Agronomy), Texas College of Arts and Industries
Margaret Cooper (Education), Illinois State Normal
Ronald C. Cox (Speech), Notre Dame
Albert Curry (Irrigation), New Mexico State
Verna Deckert (Art, Education), Texas State Teachers (Southwest)
Ike Deeter (Physical Education), Washington State
Ethel B. Dietrich (Economics, Sociology), Mt. Holyoke
Edwin F. Dummeier (Economics), Washington State
Howard L. Dunlap (Chemistry), Ohio
Elizabeth C. Evans (Classics), Wheaton
Mabel L. Evans (Home Economics), Texas State Teachers (Southwest)
Raymond A. Fisher (Architecture), Carnegie Institute of Technology
Robert M. Ginnings (Mathematics), Illinois State Teachers (Western)
Emma Glebe (Secretarial Science), Washington State
Robert M. Glendinning (Geography), California (Los Angeles)
G. W. Goldsmith (Botany), Texas
Raymond M. Gonso (Philosophy), Findlay
Richard J. Gonzalez (Economics), Texas
E. E. Hale (Economics), Texas
Harold C. Harrison (Chemistry), Alfred
Arthur S. Hathaway (Engineering), Northwestern
Sue Haury (Music), Denison
Edward Hawkins (Economics), Washington State
Margaret Hayes (Education), New York State for Teachers
Charles Hecker (Chemistry, Engineering), Clarkson School of Technology
Walter P. Heinzman (Mathematics), New Mexico State
Ernest G. Hildner, Jr. (History), Illinois State Teachers (Western)
John Hoffmeister (Geology), Rochester
Clarence Hope (Education), New Mexico State
Jessie Hoskam (German), Rochester
Frederick C. Hottes (Biology), James Millikin
Bernard Hughes (Physical Education), Ohio
Vincent Jukes (Dramatic Art), Ohio
Ralph D. Kennedy (Accounting), George Washington
Donald Kline (Architecture), George Washington
Kate R. Koch (Architecture), Smith
Paul H. Landis (Sociology), Washington State
Harry O. Lathrop (Geography), Illinois State Normal
John F. Latimer (Classics), George Washington

Georgia Lazenby (Art), Texas State Teachers (Southwest)
Stella M. Leche (Anatomy), Tulane
Claude Leist (Zoology), Kansas State Teachers (Pittsburg)
Harold H. Logan (Music), Washington State
Alma Lueders (German, Spanish), Texas State Teachers (Southwest)
George M. McEwen (English), Colorado State
Marie D. Mattingly (Anatomy), Tulane
Selina Meyer (German), Rochester
James W. Miller (Philosophy), William and Mary
Minnie M. Miller (French, Spanish), Kansas State Teachers (Emporia)
Albert T. Mills (History), James Millikin
Hugh M. Milton, Jr. (Mechanical Engineering), New Mexico State
Robert H. Montgomery (Economics), Texas
Retta Murphy (History), Texas State Teachers (Southwest)
Minnie L. Odom (Home Economics), Louisiana State Normal
Margaret O'Laughlin (Home Economics), New Mexico State
Blenda L. Olson (French), Illinois State Teachers (Western)
Oystein Ore (Mathematics), Yale
Jeremiah F. T. O'Sullivan (History), Fordham (Graduate School)
George M. Palmer (English), Illinois State Normal
R. Ronald Palmer (Physics), James Millikin
Leon A. Pennington (Psychology), Illinois State Teachers (Western)
Germaine Portre-Bobinski (French), Louisiana State Normal
Robert T. Proctor (History), Henderson State Teachers
Lowell J. Reed (Biostatistics), Johns Hopkins
Agnes Rice (Education), Illinois State Normal
William Ritchie (History, Geography), Henderson State Teachers
Adolph J. Roth (Bacteriology), Washington State
William L. Schuppert (History), Illinois State Teachers (Western)
Karl T. Schwing (Chemistry, Physics), Upsala
Ellenor Shannon (English), Denison
Chandler Shaw (History), Bethany (West Virginia)
Henry J. Skipp (Modern Languages), Denison
George M. Small (Music), William and Mary
Wilbur C. Smith (Anatomy), Tulane
Paul M. Spurlin (French), Louisiana State
Harry M. Stewart (Accounting, Economics), Kansas State
Charles H. Stone (Library Science), William and Mary
Charles J. Stowell (Mathematics), McKendree
Henry I. Stubblefield (Physiology), Illinois State Teachers (Western)
Wilbur Sumptine (Biology, Geology), Bethany (West Virginia)
Sue Taylor (English), Texas State Teachers (Southwest)
Melvin A. Thomas (Electrical Engineering), New Mexico State
Lester Thonssen (Public Speaking), City (New York)
Arthur G. Tillman (Geology, Geography), Illinois State Teachers (Western)
W. Freeman Twaddell (German), Wisconsin
Dorothy W. Upton (English), Skidmore
W. C. Vernon (Mathematics), Texas State Teachers (Southwest)
Hugh C. Vincent (Pharmacy), Washington State
Frank K. Wadley (History), Oklahoma State Teachers (Northwestern)
H. D. Waggoner (Biology), Illinois State Teachers (Western)

Albert L. Walker (English), Iowa State
Della A. Warden (Education), Kansas State Teachers (Emporia)
George L. Washington (Mathematics), Tuskegee Normal and Industrial
W. Ellis Watkins (Animal Nutrition), New Mexico State
Hilda M. Watters (History, Government), Illinois State Teachers (Western)
Harold P. Wheeler (Music), Washington State
Martin M. White (Psychology), Kentucky
Clarence A. Wiley (Economics), Texas
William G. Young (Chemistry), California (Los Angeles)

JUNIOR NOMINATIONS

Edward S. A. Altieri (Commerce), Brown
Roy P. Ash (Biology), William and Mary
Viola M. Beery (Home Economics), Washington State
Mildred Boggs (Home Economics), Washington State
Arthur J. Bronstein (Public Speaking), Ohio
Joseph W. Broyles (Philosophy), Hamline
Lincoln Constance (Botany), Washington State
Mary M. Crawford (Economics), Indiana
Edgar Cumings (German), Rochester
Aaron Druckman (Philosophy), Pennsylvania State
Lawrence P. Eblin (Chemistry), Ohio
Daniel P. Eginton (Education), Alfred
Margaret Groben (German), Tulane
Catherine Gross (Botany, Bacteriology), Hood
Thomas L. Hansen (Architecture), Washington State
Raymond Hendrickson (Latin), Temple
Richard H. Henneman (Psychology), William and Mary
Helen Hosp (English), Bethany (West Virginia)
Lawrence L. Jarvie (Education), George Washington
Howard M. Kline (Public Affairs), Syracuse
Richard Krautheimer (Art, History), Louisville
Walter B. Kunz (Chemistry), George Washington
Lionel H. Laing (Government), William and Mary
Freeman Miller (Astronomy), Denison
Patrick Miller (Economics), New Mexico
W. R. Moses (English), Washington State
James K. Neill (English), St. Louis
Marion Payzant (English), New Mexico State
John M. Pratt (English), Boston
Edmund J. Radzuk (Sociology), St. Louis
George B. Raser (French), Rochester
J. Wayne Reitz (Economics), Florida
Curtis D. Rudolf (Speech), Allegheny
Roberta Sainsbury (Home Economics), New Mexico State
Raymon Smeltz (Accounting), Washington
James C. Snapp (Commerce), Illinois State Teachers (Western)
Edward C. Starr (Library Science), Colgate
Clyfford E. Still (Fine Arts), Washington State
Bruce Sutherland (English), Pennsylvania State

Donald E. Swanson (Psychology), Hamline
Tyrus Timm (Economics), New Mexico State
Pearl H. Weber (Philosophy, Psychology), Chicago
Donald C. Weeks (English), American
H. Ashley Weeks (Sociology), Washington State
Syrrel S. Wilks (Biology), Texas State Teachers (Southwest)
Charles M. Wolfe (Electrical Engineering), New Mexico State

Academic Vacancies and Teachers Available

While the Association has recently voted to suspend its Appointment Service as a measure of economy under seemingly unfavorable conditions, the *Bulletin* is glad to render service to appointing officers and members by continuing the publication of the information below. The officers of the Association can, however, take no responsibility for maintaining a register or for making a selection among applicants. In the case of announcements of vacancies, it is optional with the appointing officer to publish the address in the announcement or to use a key number as heretofore. In the latter case members interested may forward their applications through headquarters. In case of teachers available an address may be included in the announcement or appointing officers may communicate with members through headquarters.

Teachers Available

Anthropology: Man, married, Ph.D. Five years' successful teaching cultural and physical anthropology, zoology. Available next autumn. A 1386

Classics: Woman, Ph.D. Nine years' experience in university and college teaching. Foreign study and travel. Now teaching in southern college. Desires change. A 1387

English, Comparative Literature: Woman, 29, Ph.D. Vanderbilt. Nine years' experience in college teaching. Reads ten languages. Now employed. Desires change. A 1388

Greek, Latin: Man, 27, single, Ph.D., research and publication. Now employed. Available second semester. A 1389

History: Man, 38, married, Ph.D. Chicago. College experience. A 1390

Physics: Man, 39, married, one child; Protestant; Ph.D. University of Pittsburgh, 14 years' teaching undergraduate physics; 5 years as assistant professor in important eastern university; desires professorship in medium sized progressive college; available fall 1937. A 1391